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ABSTRACT

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the area of personal and family development. The seventh grade level unit discusses the influence of health habits on personal appearance and the effect of personal development upon the individual; the eighth grade level unit focuses on social behavior, getting along with others now, and getting along with others in the world of work; the comprehensive I level unit covers personality development and socialization in relation to peer relationships and work attitudes; and the comprehensive II level unit studies maturity and its role in adult life, family life, marriage attitudes, and work attitudes. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require two to three weeks for completion, while the comprehensive level units need six to seven weeks each. A separate publication (CE 017 497) outlines a semester special interest course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Personal & Family Development

CURRICULUM GUIDE COMPREHENSIVE COURSES

Prepared by
Eastern Kentucky University
College of Applied Arts
and Technology
Home Economics Department
Richmond, Kentucky

In Cooperation with
Kentucky Department of Education
Bureau of Vocational Education
Home Economics Unit
Frankfort, Kentucky

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CE 017 459

PERSONAL AND FAMILY DEVELOPMENT AREA

Comprehensive Courses

of the

Curriculum Guide

Developed by

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June, 1971

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July, 1972

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CONCEPTUAL STRUCTURE

PERSONAL AND FAMILY DEVELOPMENT

Major Concepts for Area	Major Concepts for Unit				
	7th Grade 2-3 weeks	8th Grade 3 weeks	Comprehensive I 6-7 weeks	Comprehensive II 6-7 weeks	Special Interest 1 semester
Individual Growth and Development	Effect of physical development upon the individual Influence of health habits upon personal appearance		Relationship of personality to growth and development Development of personality aspects	Maturing as an individual	Adult roles in family and society
Effect of Interpersonal Relationships		Getting along with others now Importance of group membership	Importance of peer relationships	Maturing as a family member	Adult relationships in the family and community (includes marriage)
Relationship of the Modern Family to Individual and Society				Importance of maturity in attitudes toward marriage	Family as a basic social unit: patterns and values; functions Relationship of the family life-cycle to individual and society
Future Vocational Roles		Getting along with others in the world of work	Importance of becoming informed about and developing appreciative attitudes toward the world of work	Importance of maturity in attitudes toward the world of work	The dual role of homemaker-wage-earner
					Careers in the personal and family development

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TITLE OF UNIT: KNOWING MYSELF (7th Grade Level)

SUGGESTED TIME: 2-3 weeks

MAJOR CONCEPTS FOR UNIT:

Influence of health habits on personal appearance
Effect of physical development upon the individual

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will
- appraise the influence of health habits upon personal appearance.
- develop an acceptance of individual differences related to physical growth and development during adolescence.

UNIT GENERALIZATIONS:

The practice of positive health habits will contribute to the improved appearance of the individual.

The rate of development of individuals will vary because each person is unique.

CONCEPTUAL OUTLINE FOR UNIT - KNOWING MYSELF

(7th Grade Level)

Page

I. Influence of health habits on personal appearance 4

A. Characteristics of a well-groomed person
B. Health factors affecting personal appearance
   1. Influence of diet upon health and appearance
   2. Effect of sleep and rest on looking one's best
   3. Development of posture to enhance one's appearance
   4. Importance of cleanliness in being well-groomed
C. Development of skills and techniques for improving personal appearance
   1. Care of the face
   2. Use of appropriate make-up
   3. Style and care of the hair to enhance looks
   4. Care of the hands and nails

II. Effect of physical development upon the individual 8

A. Individual differences in physical development during adolescence
   1. Range of typical growth patterns
   2. Development of a program for self-improvement
B. Menstrual hygiene
   1. Process of menstruation
   2. Individual differences related to menstrual cycle
   3. Special problems and considerations related to menstrual cycle

7TH GRADE

MAJOR CONCEPT FOR UNIT: I. Influence of health habits on personal appearance

SUPPORTING CONCEPTS:
A. Characteristics of a well-groomed person
B. Health factors affecting personal appearance
C. Development of techniques and skills for improving personal appearance

BEHAVIORAL OBJECTIVE FOR UNIT: Appraise the influence of health habits upon personal appearance.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- describe what makes a person attractive.
- list the factors affecting grooming.
- explain the relationship of diet to individual health status.
- demonstrate effect of posture on personal appearance.
- develop a plan for exercise to improve one's figure and muscle tone.
- demonstrate appropriate skills and techniques related to improving grooming habits.
- evaluate personal progress in self-improvement.

GENERALIZATION: The practice of positive health habits will contribute to the improved appearance of an individual.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Practice of good grooming habits contributes to the beauty of the individual.	Interest Approach: View cartoon characters or magazine pictures illustrating the difference in appearance of a well-groomed teenager and one not well-groomed. React to illustrations by circular response.	(AT)Whitcomb and Cochran, Charm for Miss Teen, Ch. 3,4,5,6,7. Bonnie Belle Skin Care Kit, The Teacher's Great Looks Book, Ch. 2.
	Complete this sentence, "The prettiest person I know has _____."	(AT)Whitcomb and Cochran, Charm for Miss Teen, Ch. 3,4,5,6,7.
	Cut out pictures from magazines to illustrate attractive characteristics, such as eyes, hair, hands, and put together on bulletin board.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 27.
	View pictures of girls from magazines and react by "I like (or dislike)_____because _____."	
	Read references to determine factors affecting grooming. Share with class.	Barclay and Champion, Teen Guide to Homemaking, Ch. 3. Cosgrove and Unruh, Discovering Yourself, Ch. 6-7. Uggams, The Leslie Uggams Beauty Book.

	Use check sheet to determine strong and weak points in own personal grooming.	Lewis, et al., Clothing Construction and Wardrobe Planning, p. 12.
The state of one's health influences his competency, efficiency, and social relationships.	Pop-corn session on the relationship of good health habits to being an attractive person.	Gawne, Dress: The Clothing Textbook, p. 207.
	Make a collage to illustrate different phases of good health, such as eating a balanced diet, sleeping, taking exercises.	Bonnie Belle Skin Care Kit, The Teacher's Great Looks Book, Ch. 8.
	Explore resource materials to define terms which are related to good health, such as health, posture, muscle tone, glow of skin, gloss of hair, condition of nails, weight. Illustrate by making posters.	Wallace and McCullar, Building Your Home Life, Ch. 6,10,18.
The care of one's body is essential for developing and maintaining a state of good health which leads to satisfying living.	Review Basic Four food groups and daily diet requirements. (See unit in food area.)	(AT)Whitcomb and Cochran, Charm for Miss Teen, Ch. 12.
	Measure and weigh yourself. Compare with your classmates.	Dairy Council, A Girl and Her Figure.
	Study charts to determine best weight for height.	Dairy Council, A Girl and Her Figure.
	Relate food habits to weight and growth rate.	
	Determine the effect of elimination upon health.	
	Discuss the effect of food and sleep on complexion and feeling physically fit.	Wallace and McCullar, Building Your Home Life, Ch. 6.
	Check the hours you sleep for one week. Evaluate the results.	
The development of natural good posture can be an asset because it improves health, makes one seem alert and confident, and makes one's clothes look better.	Interview models to learn why they feel good posture is important and how they achieved their posture habits.	
	Demonstrate how poor posture can affect the garment you are wearing. Analyze posture in front of full-length mirror.	Beery, Manners Made Easy, Ch. 4 (or any other general reference on manners).
	Dramatize the proper position for sitting when reading and writing.	Vanderhoff, Clothes: Part of Your World, Unit 3.
	Practice walking, walking up and down stairs, sitting on a chair and sofa, and getting in and out of a car gracefully.	Bonnie Belle Skin Care Kit, The Teacher's Great Looks Book, Ch. 4.
Exercise can reshape one's figure by building, slimming, firming, or toning.	Give examples of various exercises and their effect on the body.	(AT)Whitcomb and Cochran, Charm for Miss Teen, Ch. 2.
	Develop a plan for your regular exercise to improve your own figure and muscle tone.	Uggams, The Leslie Uggams Beauty Book, Ch. 3,4.
Cleanliness results from care and habit and is a factor in being a socially acceptable person.	Explain the contribution of a daily bath to looking and feeling one's best.	Davis, Peeler, Lessons in Living, Unit 2, Topic 5, Lesson 1.

7TH GRADE: I Influence of health habits on personal appearance

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(D) Discuss solutions to problem of taking baths without a bathroom.	Coed, Classtoons, Personal Hygiene Series (Grooming).
	Compare the use of razors with the use of cream depilatory for removal of hair from legs and underarms	
	Give examples of deodorants and tell how they can best be used.	(AT)Whitcomb and Cochran, Charm for Miss Teen, Ch. 2.
	Bring samples of grooming aids to school and prepare an exhibit.	Uggams, The Leslie Uggams Beauty Book, Ch. 3,4.
	Survey to determine the kinds of grooming aids and the frequency of use in your school. Report findings to class. Discuss results.	Barclay and Champion, Teen Guide to Homemaking, Ch. 3.
	Survey boys (not from same age group). Use tape recorder; record likes and dislikes in grooming habits of girls. Play tape in class.	Allen, The Look You Like, American Medical Association.
	Discuss ways to overcome grooming habits that annoy others.	Pamphlets from companies such as Avon, Cuticura.
An individual learns good health and grooming habits through experience and instruction.	Buzz-group to make list of areas of concern related to grooming, e.g., TV advertising is confusing, home that lacks privacy.	(AT)Whitcomb and Cochran, Charm for Miss Teen, Ch. 3,4,5,6,7.
	Explore references to find cause and care of acne conditions. Share with class.	Allen, The Look You Like, American Medical Association.
The beauty and health of one's complexion and teeth are affected by diet, rest, cleanliness, and inteiligent attention to special needs.	Discuss habits of eating that are necessary to insure a clear skin, e.g., plenty of water, fruits and vegetables, a minimum of fat.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 27.
	Relate the care of the teeth to overall general appearance.	Pamphlets from American Dental Society or local Health Department.
Using cosmetics with discretion adds to charm.	Determine suitable make-up for age group and social occasions.	
	Demonstrate application of make-up.	Barclay and Champion, Teen Guide to Homemaking, Ch. 3.
Clean, healthy hair, shaped to enhance the personal style of the individual, is one of the most effective expressions of one's beauty.	Report to the class on the relationship between general health and condition of hair.	Cosgrove and Unruh, Discovering Yourself. Ch. 6-7.
	Analyze features to determine the best hair style.	Uggams, The Leslie Uggams Beauty Book, Ch. 1.

	Group work to learn ways to overcome hair problems related to race, skin color, heredity, etc. Share findings.	Bonnie Belle Skin Care Kit, The Teacher's Great Looks Book, Ch. 6. Transparencies - 3M Co., Fundamentals of Grooming. H.Ec. No. 19 Transparencies - Co-Ed Grooming.
	(CE) Field trip to area vocational school or a beauty school to observe a cosmetology class and learn qualifications for becoming a cosmetologist.	
	Invite a beautician to speak on care and styling of hair.	Beautician.
	Demonstrate brushing of hair.	(D)Pamphlets from local extension office.
One's hands are always in evidence and therefore being kept clean and well-groomed makes them an asset.	Demonstrate techniques for care of hands and nails.	Dairy Council. My Reflections. Allen, The Look You Like, American Medical Association.
Good health and grooming habits tend to contribute to the beauty of an individual.	Sponsor "Glamour Week" at school, including such activities as making posters, articles in school newspaper, assembly programs, contests, awards.	
	Develop a set of criteria for judging whether or not a person is well groomed.	
	(EE) Set up personal grooming schedule. Plan to improve three of your health habits in order to make a better personal appearance. List the things you will do.	
	Develop a criterion by which you can judge the progress made on improving these habits.	
	Evaluate your progress.	

7TH GRADE

MAJOR CONCEPT FOR UNIT: II. Effect of physical development upon the individual

SUPPORTING CONCEPTS:
A. Individual differences in physical development during adolescence
B. Menstrual hygiene

BEHAVIORAL OBJECTIVE FOR UNIT: Develop an acceptance of individual differences related to physical growth and development during adolescence.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- explain the relationship of heredity to physical characteristics.
- accept individual differences in rate of bodily development as normal by explaining why there are differences.
- design a plan for self-improvement.
- relate menstruation to the process of becoming a woman.
- discriminate between superstitions and medical facts.
- identify the need for special cleanliness and planning for personal care during the menstrual period.

GENERALIZATION: The rate of development of individuals will vary because each person is unique.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Each person is unique because of different hereditary and environmental backgrounds.	Interest Approach: Bring and display class school pictures for each year and observe how each class member has changed from year to year.	
Since each person is unique, growth patterns of individuals vary.	Observe differences in size among classmates. Discuss reasons for differences. Relate these differences to age of student and size of parents.	
	Discuss the hereditary aspects of physical growth.	
	Read references on physical development of adolescents to discover typical growth patterns.	Brisbane, The Developing Child, Ch. 13.
		Cosgrove and Unruh, Discovering Yourself, Ch. 4,5.
During the rapid growth in adolescence, body changes are normal and natural.	Explore resource materials to discover that: (1) differences at this age are normal, and (2) some predictions for future heights can be made.	Dairy Council, A Girl and Her Figure
	Discuss growth patterns that are typical of adolescence.	Dairy Council, A Girl and Her Figure and You.
		Dairy Council, A Boy and His Physique.

During the adolescent growing years, one continues to grow to the size predetermined by heredity.	Relate knowledge of typical growth patterns to own development and to own heredity.	
	Start a self-improvement record by recording personal data - height, weight, posture, muscle tone.	Vanderhoff Clothes: Part of Your World, Unit 3.
	(EE) Set goals for self improvement. Develop a program to reach these goals.	Wallace and McCullar, Building Your Home Life, Ch. 10.
Menstruation is a normal and natural process of growing up.	(NOTE: Pretest for knowledge and misinformation related to menstruation and maintain a question aid for students throughout this section.)	
	View filmstrip or chart for understanding of anatomy and process of menstruation. Discuss.	film: filmstrip: chart: demonstration kit: booklets: (available free from companies such as Kimberly Clark, Scott Paper Co.)
	Listen to nurse discuss the process of menstruation and illustrate use of sanitary pads, belts, and tampons.	
	Read references to further understanding of menstruation.	
	Define terms associated with feminine anatomy and the process of menstruation such as: ovaries, Fallopian tubes, uterus, cervix, vagina, hymen, pituitary gland, ovum (egg), menstrual flow.	Kimberly Clark Corp., The Miracle of You.
Information on menstruation will help clear up misconceptions, fears, and anxieties and will provide the ground-work for the acceptance of one's mature body and feminine role.	List superstitions and old wives' tales associated with menstruation. Discuss each one to illustrate a lack of scientific basis.	
	Contrast "old ideas" with "new ideas" by role-playing a mother and daughter discussing menstruation.	
To insure cleanliness during the menstrual period, one takes warm baths and shampoos the hair when needed.	Discuss personal cleanliness, bathing, use of deodorants, and shampoos related to menstruation to eradicate superstitions and old wives' tales.	
	List and discuss the reasons for special cleanliness during the menstrual period.	Brisbane, The Developing Child, Ch. 13.
The age of the first menstrual period varies with individuals.	Relate age for beginning of menstrual cycle to total growth pattern and discover that age differences are normal.	Dairy Council, A Girl and Her Figure.
	List special problems occurring during menstruation.	Booklets: (available free from companies, such as Kimberly Clark, Scott Paper Co.)

Some Supporting Content and Generaliz[illegible]ons	Teaching Strategies Learning - Evaluating Experiences	Resources
	Read references for possible causes of problems. Discuss solutions. Develop plan for caring for "personal problems" during the school day. Quiz to determine an understanding of anatomy and process of menstruation.	

TITLE OF UNIT: (CE) Getting Along With Others
Now and In the Future
World of Work (8th Grade Level)

SUGGESTED TIME: 3 Weeks

MAJOR CONCEPTS FOR UNIT:

Getting along with others now
Getting along with others in the world of work
Importance of group membership

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will
- Display growth in social behavior related to friendships.
- Comprehend the importance of getting along with others in the world of work.
- Analyze the benefits of group memberships now and in the future.

UNIT GENERALIZATIONS:

Friendships resulting from continuous interaction of the individual with others contribute to one's completeness as a person.

When an individual experiences satisfaction from the results of a particular pattern of social behavior, he is likely to continue this behavior.

Interaction with and attitudes toward others are likely to affect the individual's satisfaction with a job and his success on the job.

Group membership is valuable for present happiness and future success.

CONCEPTUAL OUTLINE FOR UNIT -
(CE) GETTING ALONG WITH OTHERS NOW AND IN THE FUTURE WORLD OF WORK

(8th Grade Level)

Page

I. Getting along with others now 14

A. Development of characteristics which help a person to get along with others
1. Personal characteristics
2. Social characteristics
3. Family characteristics

B. Entertainment of friends in the home

II. Getting along with others in the world of work 18

A. Work which involves getting along with others

B. Relating to others in specific occupations*
1. Selecting field (site) visits**
2. Preparing for field visits
3. Planning for observations and learnings to be gained
4. Site or field visits
5. Sharing observations from field visits
6. Characteristics involving getting along with others in the world of work common to all occupations observed

III. Importance of group membership 21

A. Development of the individual through group membership
1. Values of group membership during school years
2. Opportunities for group membership in the future world of work

*The student will relate other classes to field visits to compensate for time away from the classes.

**If the field trips are impossible, alternative experiences are suggested.

8TH GRADE

MAJOR CONCEPT FOR UNIT: I. Getting along with others now

SUPPORTING CONCEPTS: A. Development of characteristics which help a person get along with others
B. Entertainment of friends in the home.

BEHAVIORAL OBJECTIVES FOR UNIT: Display growth in social behavior related to friendships.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- determine personal qualities that enable one to make and keep friends.
- relate the influence of own behavior to the interaction with others.
- select ways the family can help an individual in acquiring and keeping friends.
- describe the influence of acceptable social behavior on interpersonal relationships.
- state the value of entertainment in enhancing friendships.

GENERALIZATIONS: Friendship resulting from continuous interaction of the individual with others contributes to one's completeness as a person.

When an individual experiences satisfaction from the results of a particular pattern of social behavior, he is likely to continue this behavior.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The ability to make friends may be increased by the development of desirable personality traits.	Complete this sentence: "A friend is someone who _____." Record on tape the sentence of each class member. Play the tape.	
	Write a poem about friends.	
	Describe the best liked person in your crowd.	(SL)Turner, The Friends You Make (a programmed learner).
	List qualities or traits of individuals who are well liked.	Barclay and Champion, Teen Guide to Homemaking, Ch. 9.
	OR	
	Read references to increase understanding of the traits necessary for enhancing friendship.	Cosgrove and Unruh, Discovering Yourself, Ch. 11.
	Discuss personal traits that are involved in making, keeping, and losing friends.	
	Present a concert of popular and folk records to illustrate various traits that enhance friendship.	Cosgrove and Josey, About You, Ch. 25

Analyze the traits of someone your age in a TV series, such as "Partridge Family," "Brady Bunch," or other appropriate TV series. Point out qualities that make him or her likeable.

Play "Who Am I?" by describing different people and letting the rest of the class guess who.

(EE) Develop a plan for the improvement of these traits.

(SL)Turner, The Person You Are, (a programmed learner).

First impressions have a strong impact on the development of new friendships.

Discuss "First Impressions - How Important They Are."

Role-play a selected episode, such as a new girl in your class or neighborhood. List possible reactions of various persons to the new girl.

Wallace and McCullar, Building Your Home Life, Ch. 3.

Buzz-group to determine the factors that influence the acceptance or rejection of the new girl in the episode. Report to entire class to compare ideas.

Brainstorm to determine how the family influences your acquiring and keeping friends.

Through a variety of ways, families can help a person to acquire and retain friendships.

Recall homes that you enjoy visiting. Describe how the adults made you feel welcome.

The attitudes, values, and practices of the parents have a definite effect on the children's social relationships.

Contrast the influence inherent in the following situations:

Joan's parents lead a happy, sociable life of their own. Since they were so active in community life, they encouraged Joan to join clubs and organizations and helped her in any way they could.

Sally's parents do not belong to any club or organized group; however, they encourage her participation in all school activities and groups.

Ruth's parents do not belong to any club or organized group and are indifferent to her participation in any school activity.

Carol's parents did not belong to any clubs and organized groups. They felt clubs and organizations for teenagers were a waste of time and discouraged the interest Carol expressed in joining F.H.A.

Predict the possible effect of these situations upon the friendliness of each of the girls.

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Parents attitudes toward one's friends affect the friendship either positively or negatively.

Discuss how the attitude of your parents toward your friends affects your feelings, either in a positive way or a negative way.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The family exerts the greatest influence upon the socialization of the individual.	Illustrate by completing a given case - situation ways families can help by teaching manners and customs that enable a person to feel at ease with others, and by helping develop those skills needed to keep up with the crowd.	
Knowing what to do and say in a social situation gives one a feeling of self-confidence.	Circular Response to recall: (1) an experience that made you feel good because you knew what to do, (2) a situation in which you were embarrassed because you did not know what to do.	Beery, Manners Made Easy, (or any other general reference on manners).
	OR	
	Write on a slip of paper one of the above situations, place in a basket, draw from basket, and read above situations. Respond with other reactions to such a situation.	
	OR	
	Discuss the values of correct manners.	
	View filmstrips to gain understanding of manners as consideration for others.	Filmstrips: Guidance Associates, "Think of Others First."
	Listen to a popular record which deals with our consideration for others, such as "Be a Little Kinder," or "What the World Needs Now is Love." Discuss.	
	List important points one needs to know concerning social etiquette which will enable one to feel comfortable in a social situation.	Wallace and McCullar, Building Your Home Life, Ch. 3.
	Interview principal, guidance counselor, cafeteria workers, janitor, student council president, students and teachers in school to determine where there is a need for improvement in school courtesy.	
The use of good manners is a way of expressing consideration for others.	Prepare skits to dramatize most commonly used rules of etiquette: making introductions, telephone and other conversations, behavior on the street, at the movies, at school. Discuss each skit for implications for own behavior.	Cosgrove and Unruh, Discovering Yourself, Ch. 8. Allen and Briggs, Mind Your Manners.
	Dramatize how one might be a good conversationalist in situations such as meeting the parents of a friend, talking with a person who has come to see your mother or father.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 35.

	Panel to discuss how manners influence interpersonal relationships. Summarize the main points brought out in panel.	
	Buzz-groups to determine values and satisfactions gained through successful entertainments.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 35.
Adequate planning for home entertainment can contribute to the enjoyment of the occasion for both the guest and the host or hostess.	Read references related to planning a party.	
	List jobs required for success, including deciding on kind of party, place, time, guest list, invitations, entertainment, refreshments, decoration.	Barclay and Champion, Teen Guide to Homemaking, Ch. 10.
	Discuss time schedules for carrying out party plans.	Coed.
	Collect suggestions for games, ice breakers, decorations, and refreshments.	
The art of being a gracious host, hostess, or guest is a skill to be developed.	Dramatize: The role of host, hostess, and guest.	Wallace and McCullar, Building Your Home Life, Ch. 12.
In entertaining one needs to have sufficient poise to meet any kind of problem that arises and to find an immediate solution for the problem.	Dramatize unplanned situations that could occur related to a party, something spilled or broken or crashing of the party by uninvited guests.	Barclay and Champion, Teen Guide to Homemaking, Ch. 10.
	Discuss possible solutions to these problems.	
The parent's role when the young person entertains is an important one, but may vary from situation to situation.	Determine the role of your parents in relation to your entertaining your guest.	Fleck, Fernandez, and Munves, Exploring Home and Family Living, Ch. 33.
	Develop plans and give a class party either in a home or at school. Discuss and make suggestions for changes. Summarize learnings.	

8TH GRADE

MAJOR CONCEPT FOR UNIT: II. Getting along with others in the world of work (CE)*

SUPPORTING CONCEPTS: A. Work which involves getting along with others
B. Characteristics needed in interactions with others in specific occupations

BEHAVIORAL OBJECTIVES FOR UNIT: Comprehend the importance of getting along with others in the world of work.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- identify occupations requiring several interactions between individuals.
- visit sites of 3 selected occupations, observe, and record interactions of individuals in these occupations.
- list shared characteristics involved in getting along with others in occupations observed or employees interviewed.
- explain relationship of getting along with others to job success and personal satisfaction.

GENERALIZATIONS: Interaction with and attitudes toward others contributed to the individual's satisfaction with a job and his success on a job.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Operational procedures for planning field visits are found in Appendix A.	Appendix WW
Occupations requiring numerous interactions between individuals are called service-oriented.	Interest approach: Bulletin board (See Appendix B). Use octopus with job categories on each arm of octopus.	Appendix XX
Some examples of service occupations are: Professional: Physicians, Lawyers, Teachers Skilled: Plumbers, Electricians, Cosmetologists Semi-skilled: Housekeeper, Waitresses, Gas Station Attendants	Brainstorm: List occupations which involve getting along with others. React to question, "How's your I.Q. (interaction quotient)?" by naming an occupation which involves interacting with numerous other persons, e.g., nurse, salesclerk, etc. Select and write the name of one occupation under the body of an octopus in the center of the bulletin board. Brainstorm as many as eight different persons, with whom the octopus then interacts, and write names of those persons on cards. Place cards at the end of the arms of the octopus (e.g., salesclerk, manager, owner, supervisor, other clerks, customer, family, etc.).	Metropolitan Life Insurance Company, occupational leaflets. Cronan and Atwood, First Foods, Ch. 15.

*The remainder of this unit emphasizes the concept of career education.

	Discuss the need for varied, simultaneous and effective interaction of octopus with those persons surrounding him.	
	Role-play the octopus interacting with various persons to show how the communication differs but all contributes to getting along with others.	
Occupations involving interactions between individuals are found in all regions.	Popcorn Session: Name local businesses and/or organizations whose personnel are involved in getting along with others. (Example: bank, supermarket, department store, restaurant, hospital, industrial plant.)	Local Chamber of Commerce, civic organizations.
	Select three local sites to visit; predict occupations likely to be found at each site.	
	Identify ways the field visit could contribute to learnings in other subjects. (Example: use of math in sales slips, bookkeeping, and clerking in a department store.)	Arrange for assignments from other subject teachers to compensate for time away from class. (Example: math teacher may ask students to observe ways math is used in a specific occupation).
	Study the field visit observation sheet and discuss learnings to be gained from observation.	Field visit observation sheet Appendix YY
	Open-end statement: Complete "I would invite someone to visit my business again if _____."	
	Develop guidelines for behavior during field visits.	
	OR	
	Role-play appropriate and inappropriate behavior when making field visits.	
	Make field visits to selected sites. Record observations of interaction between persons on the job. (Appendix YY.)	
	If it is impossible to arrange for field visits, the following experiences may be substituted: After naming local businesses, as suggested on previous page, interview employees working in three different occupations.	
	Determine number and type of interactions they have with other people.	
	Observe persons working in occupation.	
Nearly all occupations include interaction between individuals.	Buzz Session: Discuss the ways the employees interacted with other persons. (e.g., notes, telephone, conversation, lunch.)	
	List criteria observed for getting along with others on the jobs observed or with the persons interviewed.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
All service-oriented occupations share some similar characteristics involving interaction between individuals.	Compare characteristics listed. Develop master list of characteristics needed to achieve success in service-oriented occupations. Invite businessmen from the community for panel discussion on "How to Succeed on the Job." Compare criteria given by panel with master list of characteristics developed.	Cronan and Atwood, First Foods, Ch. 15, p. 272.

8TH GRADE

MAJOR CONCEPT FOR UNIT: III. Importance of group membership

SUPPORTING CONCEPTS: A. Development of the individual through group membership

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze the benefits of group membership now and in the future.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- identify available clubs and organizations for teenagers within the school and community.
- cite the values inherent in organized groups.
- relate group privileges to responsibilities.
- give examples of ways peer groups influence an individual.
- relate group pressure to own behavior.
- state value of present group membership to future world of work.

GENERALIZATION: Group membership is valuable for present happiness and future success.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Bulletin Board: B. C. character holding a club stands viewing a rock containing chiseled-out words "Values of club membership."	Appendix ZZ
	Invite an officer or active member of a school and/or community organization to speak concerning club activities, qualifications, etc.	
The school and community offer a variety of clubs and organizations to students who may make use of these for their own benefit.	List the organizations to which class members now belong.	
	Survey the school and community to develop a list of organizations available to you.	
	Report the purpose and requirements for membership for each organization.	High school student handbook.
	Select the organization(s) in which you are interested and find out more about it. Report to the class your information concerning the organization.	
Group membership offers many values which can be of help to an individual.	List the values you see in participating in organizations, such as F.H.A., youth group at your church, 4-H Club, conservation club.	Barclay and Champion, Teen Guide to Homemaking, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Buzz-session on how club activities provide opportunities for working with both boys and girls and for increasing one's ability to get along with others.	
Membership in any group means assuming responsibilities by the individual as well as receiving privileges.	Discuss the implications of "Privileges Require Responsibility." Summarize the main points from your discussion.	
	Finish a story or dramatize a situation in which there is a conflict between what a girl wants to do and her responsibility as a club officer. Analyze the results of her action and predict the outcome of a different action on her part.	
Peers influence our personal development, such as our attitudes, values, goals, and behavior.	List current fads in school dress and behavior. Relate the fads to group acceptance.	Cosgrove and Josey, About You, Ch. 7-8.
	Discuss peer influences relating to such topics as fads in dress, attitudes toward school work, participation in extracurricular activities, acceptance of family values.	(SL)Turner, The Friends You Make, (a programmed learner).
	From discussion, role-play various situations relating to above topics.	
	Recall experiences in which your friends have had a positive or negative influence on your development.	
	Role-play a situation in which a high school girl and her mother are discussing a school activity. The girl says, "But, Mother, everybody is _____." Discuss the implications for group acceptance resulting from the roleplaying.	Filmstrip: Guidance Associates, "I Never Looked At It That Way Before." Part I.
	(NOTE: The amount of time and emphasis placed on alcohol and drug abuse will depend upon the local situation. Some factors to consider are: (1) what is done in other classes, (2) the extent of local drug abuse, and (3) direction of local administrators.)	"Smoking and Drugs."
	Recall experiences when you have been tempted by group pressure.	Filmstrip: Guidance Associates, "Tobacco and Alcohol, the $50,000 Habit." Parts I and II.
	Read references to determine the influence of group pressure related to smoking, and using alcohol and drugs.	Greenberg, What You Must Know About Drugs.
		Magazines and newspaper articles.

Dramatize a situation in which a student is being pressured by friends to experiment with drugs. Predict the consequences of his actions.

Ask State Police for classroom speaker to discuss drug abuse. Kentucky State Police.

Panel of older students, parents, teachers, and community members to discuss drug abuse.

Present membership in organizations and participation groups can help with future success on the job.

Panel discussion - invite young teens to discuss how they feel their membership in organizations has been an asset to them in acquiring and holding a part-time or summer job.

OR

Resource person who hires young teens to fill part-time or summer jobs to discuss the value of membership in organizations and the influence it has on the employer's hiring a young person and the influence it can have in helping a young person succeed on the job.

SUMMARIZE OR EVALUATE IMPORTANT LEARNINGS FROM THIS UNIT BY A UNIT TEST OR OTHER MEANS.

TITLE OF UNIT: DEVELOPMENT AND SOCIALIZATION OF THE INDIVIDUAL
(Comprehensive I)

SUGGESTED TIME: 6-7 weeks

MAJOR CONCEPTS FOR UNIT:

Relationship of personality to growth and development
Development of personality aspects as influenced by past experiences
Importance of peer relationships
(C.E.) Importance of becoming informed about and developing appropriate attitudes toward the world of work

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -recognize the way in which the self-image affects one's personality development.
-understand the influence of past experiences upon the development of the personality.
-judge the importance of peer relationships in the development of the individual.
-demonstrate appropriate attitudes toward work.

UNIT GENERALIZATIONS:

Each individual is a unique personality.

One's personality is unique because of hereditary and environmental background.

Peer relationships contribute to an individual's personality development and to an understanding of other people.

Respect toward work and the qualifying for gainful employment within the individual's potential contribute to the development of the individual.

CONCEPTUAL OUTLINE FOR UNIT - DEVELOPMENT AND SOCIALIZATION OF THE INDIVIDUAL

(Comprehensive I Level)

Page

I. Relationship of personality to growth and development 26

A. Definition of personality
B. Aspects of personality

II. Development of personality aspects as influenced by past experiences 28

A. Physical growth and development
   1. Influence of health habits on personal appearance
   2. Individual differences related to maturation process
B. Socialization of self
   1. Process of socialization as influenced by family, social institutions, and peers
   2. Psycho-sexual development in childhood
C. Effect of intellectual development upon the personality
D. Influence of the family upon the emotional health of the individual
   1. Needs and expectations as met within the family
   2. Development of behavioral patterns in resolving conflicts

III. Importance of peer relationships 35

A. Importance of group memberships
B. Relationship of friends to personal development
C. Establishment of dating relationships

IV. Importance of becoming informed about and developing appropriate attitudes toward the world of work (C.E.) 39

A. Factors to be considered in selection of an occupation
B. Influence of personal characteristics upon obtaining a job
C. Personal characteristics that affect success on the job

MAJOR CONCEPT FOR UNIT: I. Relationships of personality to growth and development

SUPPORTING CONCEPTS:
A. Definition of personality
B. Aspects of personality

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize the way in which the self-image affects one's personality development.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- summarize the meaning of personality.
- identify traits involved in one's personality.
- give examples of behavior that illustrate a person's self-image.
- describe the effect of one's past experience upon the present self-image
- identify present personality traits that relate to self-image.

GENERALIZATION: Each individual is a unique personality.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: View pictures, puppets, and/or silhouettes illustrating various personalities, such as blue silhouette for a gloomy personality, sand paper silhouette for an irritable personality; a smiling face for a pleasant personality; frowning face for a grouchy personality.	(S.L.)Turner, The Person You Are (a programmed learner). (S.L.)Dare and Wolfe, You Are Heredity and Environment (a programmed learner).
An individual's personality is assessed by others by observing such traits as friendliness and courtesy.	React to each illustration by "I like (or dislike) this personality because _____." Summarize the reactions of the class by listing those traits that were liked and those that were disliked.	
There are different ways of defining personality; however, regardless of which particular definition is used, they emphasize that personality is the unique way in which unique individuals behave.	Read references on personality for a definition and a list of traits.	Cosgrove and Josey, About You, Ch. 1,2. Fleck, Fernandez, and Munves, Living With Your Family, Ch. 1. Barclay and Champion, Teen Guide to Homemaking, Ch. 1.
	Define personality.	Dictionary
	Role-play using puppets to describe the personality of some person, real or fictitious. Identify from the descriptions some acceptable personality traits.	Reader's Digest Life Value Series, High Horizons: Ways to Personal Power, Part 6.

	Construct a bulletin board, collage, or poster using illustrations to show acceptable personality traits.	
People learn how to behave like people through their interaction with others in social relationships.	Recall your own experiences in a new situation, from which you learned how to act from observation of or teaching by others, such as learning to adjust to the high school routine.	
	Observe children learning from others ways to act in a given situation, such as behavior in church or in stores. Relate this learning to their personality development.	
Different theories of personality agree that the most important aspects that people learn from social relationships are how they see themselves as individuals, as relating to others, and what they see as being important and valuable.	Role-play reactions of various personalities in a situation at school to illustrate types of behavior associated with self-image. Examples are: the class show-off, the quiet shy girl.	Bonnie Belle, Looks Book, Ch. 2.
	Read references relating to the development of a person's self-image.	Fleck, Fernandez, and Munves, Living With Your Family, Ch. 11.
	Discuss "What kind of person am I?" and "Why am I as I am?"	Cosgrove and Josey Discovering Yourself, Ch. 1. (Science Research Associates).
	View filmstrip to help understand personality. Discuss important points.	Filmstrip: Guidance Associates, Your Personality: The You Others Know.
	Buzz-group to determine how this self-image affects individual behavior.	
	Describe yourself as you see yourself.	
	Describe yourself as you hope your friends see you. Compare the two.	

MAJOR CONCEPT FOR UNIT: II. Development of personality aspects as influenced by past experiences

SUPPORTING CONCEPTS:
- A. Physical growth and development
- B. Socialization of self
- C. Effect of intellectual development upon the personality
- D. Influence of the family upon the emotional health of an individual

BEHAVIORAL OBJECTIVE FOR UNIT: Understand the influence of past experiences upon the development of the personality.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- describe the effect of personal appearance on personality.
- accept sexual development as a natural process by explaining how one develops sexually.
- identify ways in which parents, family members, and others have contributed to the formation of one's personality.
- cite ways in which one's sex influences the shaping of personality.
- explain the relationship of intellectual ability to personality development.
- predict the effect of one's family upon the emotional health of the individual.

GENERALIZATION: One's personality is unique because of hereditary and environmental background.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(NOTE: If 7th grade unit has not been taught, select appropriate learnings to develop an understanding of the influence of health habits on the personal appearance of the individual and to develop necessary skills and techniques for good grooming. If the 7th grade unit has been taught, pretest for retention of knowledge and review necessary learnings.)	Whitcomb and Cochran, Charm for Miss Teen. Barclay and Champion, Teen Guide to Homemaking, Ch. 3.
Looking one's best contributes to a positive self-image by giving a feeling of confidence.	Recall past experiences when your appearance affected your feelings about yourself and possibly your relationships with others.	Bonnie Belle Looks Book, Ch. 2,3.
	Write and present a monologue illustrating a social situation in which (1) a girl demonstrated self-confidence as a result of good grooming and (2) a girl lacked self-confidence as a result of poor grooming.	Kimberly Clark Corp., The Miracle of You.
	(NOTE: If 7th grade unit has not been taught, select appropriate learnings to develop an understanding of physical growth and development and the menstrual cycle. If 7th grade unit has been taught, pretest for retention of knowledge and review necessary learnings.)	Booklets (available free from such companies as Kimberly Clark Corp. or Scott Paper Co.)

	View past school pictures to see how class members have changed.	
Since each person is unique, growth patterns of individuals vary.	Observe differences in size among classmates and recall how these differences have changed in the past two years.	Dairy Council, A Girl and Her Figure.
	Role-play to illustrate the problems of: (a) the girl who grows taller than her classmates (b) the boy who develops late.	Cosgrove and Unruh, Discovering Yourself, Ch. 4.
Recognizing that variations in growth patterns are normal can contribute to one's acceptance of his own growth pattern.	Group discussion on problems caused by differences in rate of growth and development.	
	Panel to discuss how understanding of differences can lead to acceptance of variations in development.	
	(NOTE: The amount of time and emphasis placed on understanding sexual development will depend upon the local situation. Factors to consider are the maturity level of the students, background of the teacher, and direction of local administrators. Maintain a "Question Box" throughout this section.)	
The understanding of one's sexual development helps to establish one's role - acceptance as a mature woman.	Interest Approach: Discuss bulletin board entitled "Vive la difference," with pictures of a boy and a girl.	
	Enumerate the many differences between males and females.	
	Make a list of things you don't understand about your own sexual maturing.	Duvall, Love and Facts of Life, Part 2.
	Review and/or define terms associated with the female anatomy.	Riker and Brisbane, Married Life, Ch. 3.
Knowledge of the functions of each part of the female anatomy contributes to the understanding of one's sexual role as a female.	View a chart, poster, or transparencies to acquire knowledge of the female anatomy.	Campana Corporation, Getting to Know Yourself, or other booklets by Kimberly Clark, Scott Paper Co. or other companies.
	Discuss the functions of each part of the female anatomy.	
	Explore references to determine the effect of hormones on the development of the sexual organs.	Scholastic Book Service, Sex and Sexuality.
	List the secondary sex characteristics that develop as a result of hormone action, such as breast development, or high pitched voice.	Kimberly Clark Corporation, The Life-Cycle Library, Vols. 1,II,III,IV,V,VI.
	List things you did not understand that have been covered in class work. Discuss any additional topics necessary for understanding of questions.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Quiz over female anatomy, terms, and functions to illustrate an understanding of material.	
Knowledge of the male's sexual maturing is needed in order to understand one important aspect of individual differences.	Compare female and male anatomy to see similarities and differences to help in beginning to understand male anatomy.	Duvall, Love and the Facts of Life, Part 2.
	Define terms associated with the male anatomy.	Hayes, Boy Today, A Man Tomorrow.
Such knowledge also contributes to the recognition of the masculine role.	View a chart, poster, or transparency to acquire knowledge of the male anatomy. Discuss the functions of each part of the male anatomy.	Kimberly Clark Corp., The Life Cycle Library, Vol. I and II.
	Explore references to determine the effect of hormones on the development of the sexual organs and seminal emissions.	Hayes, Boy Today, A Man Tomorrow.
	List the secondary sex characteristics that develop as a result of hormone action.	Reader's Digest Life Value Series, Perspective on Sex and Sexuality, Part 1.
	Quiz over male anatomy to illustrate an understanding of material.	
Masturbation is normal in the lives of many children during their developing years, but gradually decreases unless negative attitudes and experiences are associated with it.	Read references related to masturbation. Discuss implications for personality development, such as guilt feelings or withdrawing.	Kimberly Clark Corp., The Life Cycle Library, Vol. II. Scholastic Book Service, Understanding Sex and Sexuality.
Parents exert the first, most continuous, and most persistent influence upon the individual.	Give illustrations of the influence of parent's attitudes upon the children. Examples could be in the area of politics, religion, hobbies, recreation, music, or sports. (I like to fish, cook, sew, play golf because my father and/or mother likes to.)	
Parents influence children directly by teaching and indirectly through interaction and by being models for the child.	Read references on how the effect of parental attitudes toward children affect the social development of the child.	Brisbane and Riker, The Developing Child, Ch. 1,5,8,11,14.
	Discuss the implications of the following situations: "I can always tell when my mother is upset by the expression on her face." "My father always insists that we eat breakfast before we go any place." "Dad never tells us what we can't do, but we know what he wants us do to."	Cosgrove and Unruh, Discovering Yourself, Ch. 1,9.

Each individual perceives the family in his own unique way and his reaction to the relationships with his parents is a determining factor in his socialization.

Discuss ways in which parents teach their children to become social.

Recall ways in which you behaved as your parents did.

Observe children as they model after adults during their play.

Role-play situations in which parents and children each see the situation from a different view point. Some examples of situations may be driving the family car, the prom, or a trip with other teenagers.

Since sibling relationships begin early and are second only to those with parents, they have a marked effect upon the social and emotional growth of the individual.

1. The presence of both sexes in a sibling group builds a consciousness of sex differences and gives some insight into social relationships with boys, including dating.
2. Sibling position affects personality.
3. Patterns of interaction with siblings carry over into social relationships with others.

Recall experiences with your brother or sister involving:
1. a situation that gave you a good feeling.
2. a disagreement.

Read references on sibling relationships to the social and emotional growth of the individual.

Cosgrove and Josey, About You, Ch. 6.

Brainstorm: why girls who have brothers and boys who have sisters have greater confidence in their ability to get along with and understand the opposite sex.

Barclay and Champion, Teen Guide to Homemaking, Ch. 17,18.

Discuss the implications of the following sibling situations.
1. "My reactions when by mother always introduced me as 'my baby'."
2. "Being the youngest, I grew up with five bosses."
3. "I was an only boy with five older sisters."
4. "I was an only girl with five younger brothers."
5. "We were brother and sister, only a year and a half apart, our parents' only children."

Cross, Enjoying Family Living, Ch. 1.

Give examples of ways of reacting to siblings that could have a positive effect on the individual; a negative effect.

Early contact with social institutions and organized peer groups result in their having a profound effect upon the socialization of the individual.

1. The self-image is affected by the degree of satisfaction received from these early social contacts.
2. The happier the experiences are the more positive their influence is on the individual.
3. An analysis of the factors involved in an unhappy experience aids in understanding present attitudes.

Circular response to recall early experiences in Sunday school, school, group activities. Describe your feelings about these early experiences - happy, fearful, angry, inferior. Relate these feelings to your present attitudes toward social institutions.

Barclay and Champion, Teen Guide to Homemaking, Ch. 18.

Analyze an unpleasant childhood experience with a group and discover the factors involved. Compare your present attitudes toward the situation with the feelings you remember experiencing.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Because male and female roles are identified early in life and intensified during adolescence, each sex fits easily into the male or female role.	View cartoons that show children's early view of sex-role differences. An example is the small boy saying to the little girl as they play together in the mud, "You're fun to play with. Are you sure you're a girl?"	Magazines or newspapers.
	Recall the first time you knew boys and girls were different. Describe your feelings - interest, shock, annoyance, or other. Discuss how parents might handle this situation.	
Masculinity and femininity are social definitions, and therefore change historically. In our times, many inequalities of the sexes have disappeared, and a closer working relationship between men and women has resulted.	Observe how younger brothers and sisters are being pressured or taught masculine and feminine behavior. Discuss examples, such as girls given dolls and boys trucks.	
	Relate historical dress of women to the accepted sex-role of their day: for example, long dresses-less active, side saddle-modesty, veil-seen only by husband.	
	List steps taken by parents or brothers and sisters to direct you into proper role behavior.	
	List the male-female social differences in your particular age group that you have been made most aware of, such as boys, having more privileges.	Fleck, Fernandez, and Munves, Living With Your Family, Ch. 15.
Identification with the appropriate sex role brings social approval; the earlier one finds satisfaction in his role the more easily he moves into adulthood.	Dramatize the problem of the girl who has had to take the place of a boy in a home where the father wanted a boy and developed the girl in the direction of masculine role and interest.	Science Research Assoc., Becoming Men and Women.
	Discuss the problems of the boy who has no brothers but older sisters who insist his mother not cut his curls, and that he be allowed to play with dolls long beyond the time when such feminine interests might normally be dropped.	Cross, Enjoying Family Living, Ch. 1.
Accepting the appropriate adult role proves difficult for some people.	Read references related to homosexuality.	Riker and Brisbane, Married Life, Ch. 3.
	Discuss possible causes of homosexuality.	Scholastic Book Service, Understanding Sex and Sexuality.
Intellectual development is a result of the interplay of both hereditary and environmental factors.	Illustrate the influence of environment upon natural abilities. For examples: the boy with ability to become an engineer who dropped out of school, or the girl with average mathematical ability who always scored high on math tests as a result of her parents' playing math games with her or always being willing to help with difficult problems. Draw conclusions.	Kimberly Clark Corp., The Life Cycle Library, Vol. IV.
		Barclay and Champion, Teen Guide to Homemaking, Ch. 2.
		Reader's Digest Life Value Series, High Horizons: Ways to Personal Power, Part 3.

Because intellectual development makes possible the application of knowledge, it enables the entire personality to develop.	Discuss how knowledge enables one to be more social, self-confident, interested in others, and stimulating.	Barclay and Champion, Teen Guide to Homemaking, Ch. 2.
Because both adolescents and parents expect that many of their needs will be met in the family, the mutual satisfaction of these is essential for all concerned.	Brainstorm to list some of the things you expect from your parents.	Cosgrove and Josey, About You, Ch. 6. Discovering Yourself, Ch. 3,9.
	Read resources on the needs and expectations of both parents and adolescents.	
Basic needs of an individual are: physical, emotional, social, spiritual, and intellectual.	Identify your own needs, such as physical needs, emotional needs, or social needs.	Barclay and Josey, Teen Guide to Homemaking, Ch. 18.
Because development of a healthy personality is dependent upon having basic needs met, providing ways to fulfill such needs is the responsibility of each family member.	Use case studies to show how people act in order to satisfy their basic needs.	
	Research materials for information on: 1. How can teenagers meet the needs of their parents? 2. How can parents meet the needs of teenagers? 3. How do these needs compare?	Cross, Enjoying Family Living, Ch. 1,3.
	Panel of parents and teenagers to discuss each of the above topics.	
	View filmstrip to illustrate interaction of parents and teenagers.	Filmstrip: Guidance Assoc., The Tuned Out Generation.
	Construct a bulletin board "What Every Family Needs," showing a family in the center surrounded by illustrations of family needs.	
When family members can develop an understanding of what each expects of the other, they are learning ways of adjusting that can be helpful both in the family and with others outside.	Discuss emotional needs such as love, security, new experiences, sense of belonging, feeling for success and companionship.	
	Analyze ways in which people fulfill their spiritual needs.	
	Write a short paper on the need satisfaction you receive from your family.	
Different points of view are inevitable when two or more people live together.	Dramatize several ways in which students might make adjustments in order to meet the needs of others in their families.	Reader's Digest Life Value Series, Adventures in Understanding.
	Identify differences in point of view between you and your parents, your siblings, and your friends.	
Each family differs in its pattern of control resolving these differences in points of view.	Discuss the implications of the following situations: "My father is always the 'boss.' What he says, goes." "I always tell Mom what I want to do. She can take care of Dad." "I don't even ask. I just do as I please." "Our whole family discussed our plans for vacation this year and finally we all agreed on —."	Wallace and McCullar, Building Your Home Life, Ch. 1. Cross, Enjoying Family Living, Ch. 1.

Some Supporting Content and Generalizations	Teaching Strategies Learning – Evaluating Experiences	Resources
	Problem solving to determine the structure and pattern for control that is illustrated in each of the above situations.	Barclay and Champion, Teen Guide to Homemaking, Ch. 18,19.
	View filmstrip to illustrate ways of getting along with parents. Discuss important points.	Filmstrip: Guidance Assoc., Getting Along With Your Parents.
Different types of behavioral patterns emerge as families exercise their particular kind of control of family members.	Read references to determine different patterns of behavior operating in various families. Some examples are families that: 1. Always joke. 2. Quarrel openly. 3. Never have a cross word. 4. Use hostile actions. 5. Ventilate feelings before coming to an agreement.	Fleck, Fernandez, and Munves, Home and Family Living, Ch. 2,3. Cosgrove and Josey, About You, Ch. 6.
	Dramatize how each of these patterns of behavior could operate within a family.	
Each person evolves techniques that are satisfying to him in order to operate within the family pattern of behavior.	Dramatize ways in which the individual can react to each of these patterns of behavior. Examples could include: a. fighting back or rebelling b. always giving in quietly c. resisting (often called stubbornness) d. adapting comfortably to the family pattern e. trying to alter the family pattern of behavior.	
	Write a paper showing how one individual might react to a particular structure for control and pattern of behavior used within his family. OR (A.T.) Write a skit illustrating how one individual might react to a particular structure for control and pattern of behavior used within his family. Present to class.	

MAJOR CONCEPT FOR UNIT: III. Importance of satisfactory peer relationships

SUPPORTING CONCEPTS:
A. Importance of group membership
B. Relationship of friends to personal development
C. Establishment of dating relationships

BEHAVIORAL OBJECTIVE FOR UNIT: Judge the importance of peer relationships in the development of the individual.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- relate peer group experiences and interactions of friends to the development of the individual.
- identify dating as an important aspect of social relationship of the adolescent.
- describe the stages of involvement in the dating process.
- explain factors affecting dating.
- cite possible consequences of sexual misconduct.

GENERALIZATION: Peer relationships contribute to an individual's own personality development and to an understanding of other people.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(NOTE: If 8th grade unit has not been taught, select appropriate learnings to develop an understanding of the benefits of group membership and the influence of friends upon the personality. If the 8th grade unit has been taught, pretest for retention of knowledge and review necessary learnings.)	
Peers can exert either a positive influence or a negative influence upon the personal development of the individual.	Recall experiences with clubs and organizations that gave you an opportunity for making new friends. Panel of older students to discuss how clubs and organizations have broadened their interest and increased the number of friends they have. Summarize learnings related to acquiring and keeping friends. Interest Approach: Read and discuss samples of advice columns from newspapers or magazines such as "Dear Abby," or "The Boy Next Door" from Co-Ed Magazine to illustrate problems related to dating. Use question box to determine class questions and/or problems related to dating.	Cosgrove and Unruh, Discovering Yourself. Cosgrove and Josey, About You. Cross, Enjoying Family Living, Ch. 2. Barclay and Champion, Teen Guide to Homemaking, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Dating experiences develop in stages as follows: daydreaming, recreation, companionship, and finally mature love.	Read references to determine the stages of involvement in the dating process from daydreaming to mature love.	Cosgrove and Josey, About Marriage and You, Ch. 7.
	Play popular records that illustrate each stage of involvement in the dating process.	Wallace and McCullar, Building Your Home Life, Ch. 3.
	Explore the relationship of chronological age and total maturity of the individual to dating practices.	
Beginning in pre-adolescence most children engage in fantasies about dating, thus providing preparation for actual dating.	Dramatize a group of ten-year-old girls who are discussing their "boy friends," bringing out the idea that the "boy friends" may not realize the role in which they are cast.	
	Discuss the implications of daydreaming and "crushes" as mental preparation for actual dates.	
	Distinguish between these fantasies in which the "partner" may not be aware of the relationship and adolescent dating in which both boy and girl consider the relationship a date.	Reader's Digest Life Value Series, Perspective on Sex and Sexuality, Part 2.
	Read references to determine what is a "successful" date.	Ricker and Brisbane, Married Life, Ch. 4.
	Role-play to illustrate a successful date.	Fleck, Fernandez, and Munves, Living With Your Family, Ch. 16,17.
	Dramatize situations when one of the factors for success is absent and the date becomes unsuccessful.	Cosgrove and Josey, About You, Ch. 9.
	Discuss the implications of each of the factors for a successful date.	Craig, Thresholds to Adult Living, Ch. 8.
		Duvall, Love and the Facts of Life, Part 3.
		The Co-Ed Bookshelf, The Co-Ed Date Book.
Since our culture has a male-dominent dating system, in early adolescence males worry most about whether the girl will accept, while girls worry most about being asked.	Explore references to determine what girls look for and expect from boys related to dating, and what the boys look for and expect from girls.	Riker and Brisbane, Married Life, Ch. 4.
	Develop and use a checklist to rate yourself as a dating partner.	Fleck, Fernandez, and Munves, Living With Your Family, Ch. 16,17.
	Discuss: "A boy chases a girl until she gets him."	

As companionship evolves in dating, adolescents discover that others have intense feelings, frustrations, and problems which they thought were theirs alone.	Buzz-group to relate the development of companionship between dating partners to increase understanding of each other.	Cosgrove and Josey, About You, Ch. 9.
	Survey your school or community to discover local dating patterns, including the extent of steady dating. OR Debate on pros and cons of steady dating.	Craig, Thresholds to Adult Living, Ch. 8. The Co-Ed Bookshelf, First Love.
	Use case studies to illustrate the pros and cons of steady dating.	
During the period of adolescent dating, the parents' role becomes that of indirect guidance, because dating is for the most part a private experience between the couple.	Brainstorm to determine the class' concept of the role of parents as it relates to dating.	Lewis, Banks, and Banks, Teen Horizons At Home and School, Ch. 5.
	Read references regarding the parental role related to dating. OR Panel of parents and teenagers to discuss the role of parents in guiding the adolescent through the dating period.	
Dating is the culturally appropriate context in which the individual learns to be romantic.	Contrast the direct teaching by parents of skills and techniques related to such experiences as driving a car or preparing a meal, with the individual learning through his own experience, skills and techniques related to romanticism and sexuality.	Co-Ed Book about dating.
	Identify dating as the culturally appropriate context for learning to be romantic.	Duvall, Love and Facts of Life, Part 3.
It is important to recognize that in our culture men and women have different orientation toward dating, the male's being erotic and the female's being romantic.	Explore resource material to determine the orientation of men and women toward dating.	Scholastic Book Service, Sex and Sexuality.
	List and define terms and slang expressions related to dating.	Brisbane and Riker, Married Life, Ch. 3.4.
	Case studies to illustrate the different viewpoint of the male and female toward dating relationships.	Reader's Digest Life Values Series, Perspective on Sex and Sexuality, Ch. 3.
	Discuss the implications of this different orientation as it is related to "necking" and "petting."	Duvall, Why Wait Till Marriage?
With decreasing parental supervision and the freedom and privacy of the automobile, young people are forced to decide for themselves alternatives, find compromises, and make decisions which will affect their entire lives.	Discuss the value of the development of personal standards of conduct.	Cosgrove and Josey, About Marriage and You, Ch. 9.
	View filmstrip to aid in establishing personal values that determine the standard of one's conduct. Discuss filmstrip and the implications for individual behavior.	Filmstrip: Guidance Associates, "The Choice Is Yours," "Values for Teenagers." Kimberly Clark Corp., The Life Cycle Library. Vol. IV.

Comprehensive I: III. Importance of satisfactory peer relationships

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View filmstrip to increase understanding and stimulate discussion of premarital sexual relations. Discuss filmstrips and the implications for individual behavior.	Filmstrip: Guidance Associates, Sex - A Moral Dilemma for Teenagers, Everything But ____.
	Panel composed of attorney, social worker, minister, and parents, to discuss "Why Wait For Marriage?"	
There are many reasons for sexual misconduct which are unrelated to the sexual drive itself, such as: to punish adults, or a form of rebellion; to compensate for unmet love needs; to increase recognition; to seek new experiences; and unwholesome parent-child relationship.	Determine some of the reasons for sexual misconduct, unrelated to sexual drive. Discuss the implications inherent in each of the given reasons.	Readers Digest Life Values Series, Perspective on Sex and Sexuality, Part 4. Duvall, Why Wait Till Marriage?
Pre-marital sexual relations often create situations and problems that have profound influence on the total development of the individual's life.	Read references to gain information related to venereal disease.	Kimberly Clark Corp., The Life Cycle Library. Scholastic Book Service, What You Should Know About V.D.
	Ask nurse to discuss venereal disease. (NOTE: The amount of time and emphasis placed on venereal disease will depend upon the local situation. Some factors to consider are (1) what is done in other classes, (2) the extent of the local problem, and (3) direction of the local administrators.)	
	Dramatize the plight of an unwed teenage mother, illustrating problems related to her medical care, family rejection or acceptance, attitude of friends and society, relationship with the unwed father, interruption of her education, deciding about the baby's future.	Shiller, The Unmarried Mother, Public Affairs Pamphlet, No. 440.
	Brainstorm to explain the effect of the above situation on the future of the teenager involved.	
	Write a paper to summarize the positive aspects of dating relationships.	

MAJOR CONCEPT FOR UNIT: IV. Importance of developing appropriate attitudes toward the world of work. (C.E.)

SUPPORTING CONCEPTS:
A. Factors to be considered in selection of an occupation.
B. Influence of personal characteristics upon obtaining a job.
C. Personal characteristics that affect success on the job.

BEHAVIORAL OBJECTIVES FOR UNIT: Demonstrate appropriate attitudes toward work.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- identify factors to be considered in selection of occupation.
- describe the influence of personal characteristics upon obtaining a job.
- explain the relationship between personal characteristics and success on the job.

GENERALIZATION: Respect toward work and the qualifying for gainful employment within the individual's potential contribute to the development of the individual.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Appropriate attitudes toward any occupation is based upon adequate information.	(NOTE: If it would better meet the needs of your students to have a full unit on the world of work, combine concepts from the 8th grades, Comprehensive I, and Comprehensive II units with the dual-role and career sections of the special interest course to develop a full unit. If this is taught as a separate unit, omit these sections from the regular units in this area. The time spent on career education will depend upon the local situation and what is done in other classes in your school).	
A person is more likely to be satisfied in his job if the choice is made after careful study of his ambitions, personal likes and dislikes, potentialities, and personal characteristics.	Interest Approach: Browse through a display of books and other materials on a variety of careers.	Science Research Assoc., Choosing Your Career.
	Complete this sentence: "In my daydreams I see myself in ten years as ____."	
	Discuss the importance of job satisfaction to the individual.	Hoeflin, Careers in Home Economics, Ch. 1,2.
	Brainstorm to discuss personal and occupational goals. Fill in chart "Why Work."	Appendix AAA
	View filmstrip that examines why people work.	Filmstrip: Guidance Assoc., Job Attitudes: Why Work At All?
	Write a paragraph describing your goals related to a job.	

Comprehensive I: IV. Importance of developing appropriate attitudes toward the world of work.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
There are numerous opportunities in the field of home economics which may not be well known to many persons, including home economists.	Research to list some career opportunities in all areas of Home Economics. Determine the amount of education and/or training required for each.	Hoeflin, Careers in Home Economics, Ch. 5.
	Brainstorm to discover the variety of occupations and satisfactions possible in each of the areas of home economics.	
	Compile findings of class and construct a bulletin board illustrating the various job opportunities in the field of home economics.	Mills, Home Economics in Action.
	Interview or ask resource person (who works in the field of home economics, but not in the well-known areas of teaching, extension and dietetics) to talk to the class about unusual opportunities in home economics.	Forecast and What's New in Home Economics. Current magazines and newspapers.
One of the major factors affecting the choice of jobs for women is the combining of marriage with a job.	(D.R.) Relate the effect of marriage to your occupational goals.	
	Read references to determine the influence of marriage upon the work of the wife, related to the type of job, work hours, location of job, and any other considerations. Summarize.	Riker and Brisbane, Married Life, Ch. 15.
A resource can be defined as a source of supply, a support, or an aid; and the resource can be personal, coming from within a person, or be outside the individual.	List personal resources, such as determination, positive attitudes, talents, abilities, and knowledge.	(S.L.)Dare and Wolfe, Accent/The World of Work (a programmed learner series).
	Read references on the use of personal resources.	
	Discuss the influence of personal resources on success on a job.	Readers Digest Life Values Series, High Horizons: Ways to Personal Power.
	List resources outside the individual that aid in success, such as money or possessions.	
	Show how resources can be either potential (to be developed) or realized (usable now).	Feingold and Swerdloff, Occupations and Careers.
Self understanding aids an individual in considering his personal resources in planning for the future.	Dramatize a situation in which a person understands himself well enough to assess his personal resources in planning for the future. Contrast with another situation in which an individual lacks self-understanding.	

Each individual has unique interests and abilities; therefore, the selection of an occupation is a personal matter.	Select an occupational area that has interest to you. Research the area for a list and description of the job opportunities, education and training required for each job, and the professional and vocational opportunities. Report your findings to the class.	(S.L.)Turner, The Turner Guidance Series (a programmed learner series).
	View filmstrip that gives an overview of careers.	Filmstrip: Guidance Assoc., Choosing Your Career.
	Make a chart illustrating the job opportunities in your chosen area.	Field Enterprises, A Career-Planning Guide.
	Display career information with emphasis on the fields that are of special interest to women.	
	List some possible fringe benefits available with some jobs.	Mills, Home Economics In Action.
	Give examples illustrating the importance of fringe benefits to the individual, such as health and accident insurance in case of an accident, a retirement fund, vacations, and sick leave.	
	View filmstrip that explains some of the fringe benefits.	Filmstrip: Guidance Assoc., What You Should Know Before You Go To Work.
Training and education can increase the individual's future earning power and his value as a person.	Ask guidance counselor to talk to class on education and training opportunities for the high school graduate.	Hoeflin, Careers in Home Economics, Ch. 4,5.
	View filmstrip on the importance of education.	Filmstrip: Guidance Assoc., Dropping Out: The Road to Nowhere or Four Who Quit.
	Discuss ways of financing education and training including student loans and scholarships.	
	Survey the community to determine the resources, both public and private, to aid in job placement and/or training.	
	Report to the class on governmental projects designed to assist individuals in job training and/or placement, such as Neighborhood Youth Corps, the Job Corps, Work Experience Program, and the Adult Basic Education Program.	Science Research Assoc., Choosing Your Career.
	Select a job for which you have the interest and ability and determine the education and training necessary for the job and the professional and vocational opportunities it offers. Compare findings. Group those which have common requirements, such as nursing and laboratory technician.	
When trying to obtain a job, it is helpful to make use of resources that are available.	Interest Approach: View cartoons depicting humorous approaches to job hunting.	

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Scan want ads for jobs available in your area, including part-time jobs and summer jobs for teenagers. Survey community for agencies that assist in job finding. Determine what, if any, costs are involved with the assistance.	Newspapers.
	View filmstrip related to obtaining a job.	Filmstrip: J.C. Penney, Career Decisions-Finding, Getting and Keeping A Job or Guidance Associates, Getting and Keeping Your First Job.
	Invite guidance counselor or personnel manager from community on job availability.	
	Debate the pros and cons of moving to a new area to obtain a job.	
	Discuss the values of summer jobs or part-time work for teenagers.	
Since the job application often supplies the employer with the first impression of the prospective employee, it is important for the application to be neat in appearance and to contain complete and accurate information.	Discuss the importance of the job application.	
	Role-Play the reaction of an employer to a neat, accurate job application and to one that is not neat and accurate.	
	Compare application blanks for different companies to see the types of information asked for.	
	Obtain an application for a social security number and fill out (if you do not already have a social security number). Relate the importance of this number to the world of work.	Changing Times Educational Service, A Resource Kit for Teaching Consumer Education: Earning.
	Look at a sample of a resume' to see what is included.	
	Fill in an application for a job, complete with a resume' of your background, including special class or club experiences and personal interest.	
Through a personal interview an image of the potential employee is projected; it is important that this image enhances one's chance for employment.	Read references on what an employer looks for during a job interview or discuss what is involved in an interview. View filmstrip illustrating the job interview.	Filmstrip: J.C. Penney, Preparing for an Interview or Guidance Assoc., Your Job Interview.
	Brainstorm for personal characteristics that would enhance or hurt one's chances for employment, such as dress, mannerisms, shyness, over-confidence, punctuality.	

	Role-play a "good" interview and a "bad" interview. Contrast the diferences shown.	Changing Times Educational Service, A Resource Kit for Teaching Consumer Education: Earning.
The first experiences on the job often influence one's success or lack of success.	Discuss the importance of the first impression on the job. Relate this to attitudes that could enhance or hinder success on the job. Role-play a situation where a new employee does everything wrong, such as arriving late, dressing inappropriately, being over-confident, loafing on the job. Contrast with the same employee who does each of the above correctly. Obtain forms that are related to work, such as the tax-withholding statements and income tax forms. View a sample of each. Discuss the importance of these forms.	
Attitude toward work is one personal characteristic that affects success in a job.	Determine the attitude inherent in the following comments: 1. "I only work to be able to buy_____." 2. "I truly enjoy my work." 3. "This job is just pure drudgery." 4. "I was really stimulated by my experience at work last week." 5. "I dislike my work, but I don't know of any way to avoid it." 6. "I can forget all my problems while I work." Discuss the possible influence of each attitude on success in a job.	Riker and Brisbane, Married Life, Ch. 15.
The behavior displayed by an individual while on the job influences his success or failure in that job.	Dramatize situations involving an employee under the following conditions: 1. The employee was late for the third time in the past week. 2. The secretary who had not missed a day's work all year. 3. The stock boy who always finished what he had started, even if it meant an extra ten minutes of work. 4. The employee who showed unusual knowledge of and ability for the job. 5. The "good" worker whose appearance was always dirty. Describe your reactions to each of the above if you were the employer.	
Interpersonal relationships can enhance or hamper one's success on the job.	Recall ways of acquiring and keeping friends and relate these to interpersonal relationships on the job.* View filmstrip illustrating the importance of interpersonal relationships on the job.	Filmstrip: Guidance Assoc., Job Attitudes: Trouble At Work.
	"Review Concept II, in 8th grade personal and family development unit - "Getting along with others in the world of work." page 21.	

Comprehenaive I: IV. Importance of developing appropriate attitudes toward the world of work.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss the reasons for avoiding such behavior as gossiping, relating personal life, and borrowing money while on the job.	
	List the ways one can improve relationships with others while working.	Riker and Brisbane, Married Life, Ch. 14.
A state of good health is essential to being successful at work.	Show the relationship of health to job success by comparing the attendance, appearance and productivity of a healthy person with an unhealthy one.	
	Summarize the personal characteristics that aid in obtaining a job and in being successful on the job.	

TITLE OF UNIT: GROWING TOWARD MATURITY (Comprehensive II)

SUGGESTED TIME: 6-7 weeks

MAJOR CONCEPTS FOR UNIT:

Maturing as an individual
Maturing as a family member
Importance of maturity in attitudes toward marriage
(C.E.) Importance of maturity in attitudes toward the world of work

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -analyze the components of a maturing person.
-relate the maturing of the individual to changing relationships and needs of the family and to the utilization of the family resources.
-judge attitudes related to marriage preparation and marital success.
-appraise changes in attitudes toward work.

UNIT GENERALIZATIONS:

Maturity is revealed in an individual's use of the resources available to him to develop his potential.

To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

A lasting marriage will be dependent upon the values, past experiences, and expectations of the marriage partners, their maturity, and their ability to solve problems.

An individual's attitude toward work reflects his growth toward a balanced maturity.

CONCEPTUAL OUTLINE FOR UNIT - GROWING TOWARD MATURITY

(Comprehensive II Level)

Page

I. Maturing as an individual 48

A. Meaning of maturity
B. Multiple roles of modern adults
C. Developmental tasks of early adult living
D. Development of a personal philosophy

II. Maturing as a family member 54

A. Changing interpersonal relations within the family
B. Meeting needs of family members
C. Growth from dependence to independence and ultimately to interdependence in relation to the family
D. Using and sharing resources within and available to the family

III. Importance of maturity in attitudes toward marriage 60

A. Preparation for marriage
   1. Past experience of individual in relation to marriage preparation
   2. Love as a basis for marriage
   3. Expectations for marriage
   4. Dating process as direct preparation for marriage
   5. Engagement
B. Building marital success
   1. Range of definitions of marital success
   2. Changing relationship within marriage that continues to meet individual needs
   3. Adjusting in marriage by finding mutually satisfying ways of working out problems
   4. Special problems of teenage marriage

IV. Importance of maturity in attitudes toward the world of work (C.E.) 68

A. Maturing attitudes toward the world of work
B. Influence of attitudes upon the special problems related to the dual role of women

MAJOR CONCEPT FOR UNIT: I. Maturing as an individual

SUPPORTING CONCEPTS:
- A. Meaning of maturity
- B. Multiple roles of modern adults
- C. Developmental tasks of early adult living
- D. Development of a personal philosophy

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze the components of a maturing person.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- explain the meaning of maturing as a person.
- differentiate between the various roles of modern adults.
- relate the developmental tasks of early adult living to the individual.
- compare one's philosophy of living to his value system.

GENERALIZATION: Maturity is revealed in an individual's use of the resources available to him to develop his potential.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A mature person copes with his environment, shows a certain unity of personality, and is able to perceive and accept the world and himself realistically.	Interest Approach: Bulletin board with caption - "Maturity is _____" with each girl adding her comments and a picture to illustrate.	Coody, Gaining Adult Maturity, Part I. University of Kentucky.
	Define maturity.	Dictionary.
		Westlake, Relationships, Ch. 4.
Legal maturity varies from state to state.	Research to learn the legal age for maturity in your state for driving privileges, marriage, voting, and drinking. Contrast these ages with those in the surrounding states.	Almanac.
	Discuss the relationship between the maturity level of the average individual and the legal ages set by the state.	
A girl on the average does not reach her full biological development until around 23 years of age.	Read references to determine the average age for sexual maturity for girls.	Landis, Your Marriage and Family Living, Ch. 9.
An emotionally mature person makes use of emotions in a positive way but is not controlled by his emotions.	View pictures of different types of emotional responses. Discuss: "How mature is this behavior?"	Landis Coming of Age. Public Affairs Pamphlet.

	List factors affecting emotional maturity.	Cosgrove and Unruh, Discovering Yourself. Ch. 4 5.
Factors of emotional maturity indicate that you: 1. are able to recognize your problems. 2. can make up your mind about the solution of a problem with a minimum of worry. 3. can accept your responsibilities with recognition of and confidence in your ability to handle them or to learn new ways of handling them. 4. can face limitations and admit mistakes.	Relate the factors of emotional maturity to individual behavior. Contrast the behavior of a person who uses his emotions positively and the person who is controlled by his emotions, using the emotions of love, fear, hate, and anger. Discuss the value of emotions when they are used in a positive way.	Cosgrove and Josey About You, Ch. 3,4 5 Landis, Personal Adjustment, Marriage and Family Living, Ch. 3. Science Research Associates, Your Behavioral Problems.
A socially mature person can cooperate and share with others and has the ability to put the other person at ease.	Panel of parents, minister, teachers, and other adults on "the responsibilities and privileges of growing up." Identify teenage behavior that gives evidence of growth toward maturity such as: respect for judgment of others, planning with and not against parents, friends, and associates. Dramatize a social situation in which an individual was put at ease. Re-enact the same situation in which the person was not put at ease.	Westlake, Relationships, Ch. 4.
One aspect of maturity is learning to fulfill each role he is expected to assume. The first role of an individual is that of a human being, and in our society the second role is either masculine or feminine.	Make a collage depicting varying roles of modern young adults, both male and female. List the roles assumed by a person through his life.	Landis, Your Marriage and Family Living, Ch. 12. Cross, Enjoying Family Living, Ch. 1.
At a very early age we assume the role of a son or daughter, and possibly that of a brother or sister, within the family structure.	Contrast the responsibilities of family members in our country with those of other countries. Pop-corn session on the differences in the roles of a son and a daughter. Show how one always remains a "child" to the parent, even though he becomes an adult to others.	Encyclopedia. Ricker and Brisbane, Married Life, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The role of a friend begins early and continues as long as one lives, evolving from the solitary play of children to group participation, to friends of the same sex, to dating relationships, and eventually to mature friendships with both sexes.	Identify the phases one goes through from infancy to adulthood in evolving mature friendships.	Brisbane and Ricker, The Developing Child, Ch. 8,11,14.
	Dramatize the behavior characteristic of each phase. Discuss the dramatizations and list the roles depicted in each.	Wallace and McCullar, Building Your Home Life, Ch. 3.
The role of a student begins when one starts his formal education (nursery school, kindergarten or first grade) and ends when he leaves school (drop-out, high school graduate, college graduate, or post-graduate).	Complete the sentence: "A student's role is_____." Compare your sentence with the rest of the class.	
	Describe your expectations related to the role of a student.	Cosgrove and Unruh, Discovering Yourself, Ch. 11.
Being a member of a community one has a role to assume in political affairs, civic, and religious organizations as well as that of a neighbor.	Identify society's expectations of a citizen as related to the political area.	
	List some possible roles of a person active in civic and religious organizations, such as member, officer, committee chairman, or a volunteer worker.	Craig, Thresholds to Adult Living, Ch. 14.
	Complete: "As a neighbor I am expected to_____." Compare your paper with others in your class.	
The role one assumes as a wage-earner can vary with the type of work chosen as well as his position within this field.	List some possible roles an individual can assume that are related to earning a living, such as an employer, employee, executive, laborer.	Ricker and Brisbane, Married Life, Ch. 15.
	View pictures depicting various types of work, such as nurse, teacher, lawyer, factory worker, waitress, secretary, and clerk.	
	React to the pictures related to the role assumed by each.	
When a person marries, he assumes not only the role of a husband or wife but also that of an in-law and a homemaker.	Buzz group to list and discuss the varied roles related to marriage, in-law relationships, and homemaker.	Westlake, Relationships, Ch. 22.
Most adults eventually fulfill the role of a parent or a substitute parent.	Discuss the implications of the role of parents.	Landis, Your Marriage and Family Living, Ch. 16, 17.

Give examples of situations in which adults become a "substitute parent."

In our complex society each individual assumes many roles simultaneously.

List the multiple roles that you now fulfill.

Write a paper projecting yourself into a future multiple-role situation.

Each level of growth and maturity has its own set of developmental tasks, which when achieved prepare the individual for moving on with ease to the next developmental level.

Read references to determine the developmental tasks of adolescence and early adulthood.

Landis, Your Marriage and Family Living, Ch. 2,3.

Discuss the necessity for achieving the tasks at each level before one can move into the next.

Relate tasks of adolescence to your own present experiences.

Westlake, Relationships, Ch. 12.

The developmental tasks for adolescence and early adulthood have been summarized by Havighurst to include:

Adolescence

1. Accepting one's physique and accepting a masculine or feminine role.
2. Achieving new and more mature relations with age-mates of both sexes.
3. Achieving emotional independence from parents and other adults.
4. Achieving assurance of economic independence.
5. Selecting and preparing for an occupation.
6. Developing intellectual skills and concepts necessary for civic competence.
7. Desiring and achieving socially responsible behavior.
8. Preparing for marriage and family life.
9. Building conscious values in harmony with an adequate scientific world picture.

Early Adulthood

1. Selecting a mate.
2. Learning to live with a marriage partner.
3. Starting a family.

Discuss the implications inherent in the following situations:

1. An 18-year old boy who cannot adjust to his lack of height.
2. The high school age girl who gets along well with her classmates and is gaining a sufficient degree of independence from her parents.
3. The young man who cannot decide upon his occupational interest even though he is married and has tried several jobs already.
4. The young woman who is attempting to rear children and manage a home without any positive preparation for marriage and family life.
5. The young adult who comfortably assumes civic responsibility.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
4. Rearing children. 5. Managing a home. 6. Getting started in an occupation. 7. Taking on civic responsibility.		Coody, Gaining Adult Maturity, Part I, University of Kentucky.
A philosophy of life is influenced by personal values; and personal values reflect one's philosophy.	Define: values, value system, philosophy of life.	Science Research Assoc. (1) Building Your Philosophy of Life. (2) Ethics for Everyday Living.
One's philosophy of life includes his beliefs about the meaning and purpose of life, which begin to develop in earliest childhood and affect the decisions he makes.	Read references about philosophy of life as a framework which supports all parts of a person's life and about the relationship of democracy in family life to the formation of values.	Cross, Enjoying Family Living, Ch. 3. Reader's Digest Life Values Series, High Horizons: Ways to Personal Power and Adventures in Understanding.
	List important sources of help in forming one's beliefs or sense of values, such as religion, books, magazines, observation, and personal contact.	Westlake, Relationships, Ch. 10, 11.
Each individual develops his own philosophy of life, but one can learn from other people.	Compare the development of a philosophy with the travel to a distant city by (1) selecting destination (what you want to become) (2) choosing method of transportation (how you can become the person you hope to be) (3) deciding on route (learning from others) and (4) making trip (evolvement of individual philsophy).	Cosgrove and Unruh, Discovering Yourself, Ch. 14.
A person's value system is developed as his needs are being met, as he thinks about and reacts to his experiences, and as he adjusts to change.	Discuss: One's philosophy of life includes the ideas of right and wrong which have been developing since childhood.	Brisbane and Ricker, The Developing Child, Ch. 2.
	Write a paper to help formulate your philsophy of life by answering such questions as: "Who am I?" "What do I want out of life?" "Where am I going?"	Penney's Forum: Value Clarification, Spring, Summer, 1972.
The more accurately one perceives his value system, the greater the ease in choosing among alternatives.	Make a list of your personal values.	
	View filmstrip on forming personal values.	Filmstrip: Guidance Associates, Values for Teenagers: The Choice is Yours.

Learning to participate democratically in reaching family goals helps prepare the individual for participation in his own future family as well as other social groups.	Role play two situations. In one illustrate a democratic family making a decision about a family problem, such as "where to go on vacation." Re-enact the same scene but with one family member dominating the situation and saying, "we must do what I want."	
	Contrast how it would feel to be a member of either family.	
	Discuss these questions: "What is democracy?" "What does it mean to you?"	
To be workable, a person's philosophy of life and his value system need to be kept flexible while still adhering to the basic principles in which he believes.	Compare values held important by adults and young people as they relate to common concerns.	Westlake, Relationships, Ch. 11.
	Reverse the roles of adults and young people to show how the same basic principles can operate.	
A person with an established and integrated value system will withstand privations, make sacrifices, and run risks in order to progress toward goals in harmony with his values.	Panel: "The importance of establishing what one believes and feels about things in setting up goals for living."	
	Describe the differences between a person who has an established value system and one who does not.	
	Explain in a brief statement your philosophy of living based upon your own values.	

MAJOR CONCEPT FOR UNIT: II. Maturing as a family member

SUPPORTING CONCEPTS:
A. Changing interpersonal relations within the family
B. Meeting needs of family members
C. Growth from dependence to independence and ultimately to interdependence in relation to the family
D. Using and sharing resources within and available to the family

BEHAVIORAL OBJECTIVE FOR UNIT: Relate the maturing of the individual to changing relationships and needs of the family and to the utilization of family resources.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- state the relationship of the individual to parents and siblings.
- cite methods for meeting needs of family members.
- differentiate among dependence, independence, and interdependence.
- use resources within the family effectively.
- compile resources that are available to the family.

GENERALIZATION: To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The stages of family life are: 1. the first married 2 the coming of children 3. children in elementary school 4. children in high school 5. children leave home 6. parents home alone	Interest Approach: Play record that illustrates growing up of an individual, such as "Turn Around" (Where Are You Going, My Little One?) or "The Men in My Little Girl's Life." Discuss how the interpersonal relationships would change from one stage to the other. Present a monologue to show: 1. The concerns of a young wife over fulfilling her husband's expectations. 2. the feeling of inadequacy of a young woman expecting her first child. 3. how the coming of a second child would affect the relationships of the first child to the parents. 4. the loneliness of the "baby" when all his brothers and sisters started to school and left him at home. 5. the feeling of the middle child when the oldest one left for college. 6. the mixed feelings of a parent watching the last child leave home for a job.	Coody Gaining Adult Maturity, Part II. 1. University of Kentucky. Landis, Personal Adjustment, Marriage and Family Living, Ch. 27. Landis, Your Marriage and Family Living, Ch. 19.

Many factors beyond the individual's control can change the interpersonal relationships within the family.	Discuss how the following situations would affect the interpersonal relationships within a family: 1. Grandmother moves in the house with the family. 2. Father begins to drink. 3. Mother becomes ill. 4. Brother brings home a new wife. 5. Dad loses his job. 6. Family is separated by divorce or death. 7. Dad gets a promotion, but the family must move to a new city.	Westlake, Relationships, Ch. 15,26. Landis, Your Marriage and Family Living, Ch. 16, 21. Wallace and McCullar, Building Your Home Life, Ch. 20.
As the interpersonal relationships within a family change, the needs of the family members change.	List some special needs of family members that would be apparent in the above situations. Discuss how these needs could be met. Contrast the change in needs of family members from one stage of family life to another. Describe how these changing needs could be met.	Ricker and Brisbane, Married Life, Ch. 12
Gaining interdependence is the ultimate goal in relationships with others and is a gradual process.	React: "If it is something Mom wants me to do, I'm always grown-up enough. But, if it is something I want, I'm never old enough."	
	Identify times when you exhibit dependency and independency. Discuss how parents' methods of child rearing contribute to meeting the basic needs for independence and dependence.	Brisbane and Ricker, The Developing Child, Ch. 14.
In evolving independence, parents and children have both complementary and conflicting reactions.	Dramatize how a daughter and her mother both wish the daughter to grow up, but the mother has apprehensions about the girl's dating. Relate living more independently to the need for increased self-discipline. Describe the effects of the following: 1. maternal overprotection 2. lack of guidance from parents 3. conflicting guidelines from family members	Landis, Coming of Age, Public Affairs Pamphlet. Cross, Enjoying Family Living, Ch. 1. Fane, A Changing Person. Landis, Your Marriage and Family Living, Ch. 3.
Independence involves a new and more mature relationship with your parents and siblings.	Discuss the implications of the following situation: "My mother insists on buying my clothes. She always comes along and buys what she likes whether I like it or not. She doesn't think I have good judgment."	Landis, Personal Adjustment, Marriage and Family Living, Ch. 24.
Establishing independence can be furthered by promoting freedom with responsibility.	Buzz groups on helping an individual develop independence in the above situation. Use the following keys as a guide for your discussion.	Duvall, Love and the Facts of Life, Part 1.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	1. Expectations for fairness 2. Setting the stage for success 3. Approval of achievements 4. Respect for individuals 5. Understanding the desire for freedom	
	Analyze why being open-minded enough to use the advice, opinions and experiences of others develops independent thinking.	
As the individual matures his relationship to the parents gradually evolves into one of interdependence.	Describe the interdependent type of relationship that evolves between young adults and their parents who are mature.	Westlake, Relationships. Ch. 12.
Resources available within the family include space, equipment, time, money, and expendables, as well as human skills, energy, and response, all of which are shared among the individuals.	Play record (or read words) of song, "No Man Is An Island."	
	Discuss impracticality of "I'm going to live my own life."	
	List the resources available within the family.	
	Discuss the need for privacy for individuals. What are the implications inherent for each family member?	
	Role-play two sisters sharing a bedroom with one invading the privacy of the other. Determine possible solutions for their problem.	
	Discuss the implications for sharing in each of the following situations: 1. Everyone is getting ready to leave in the morning, and Jane occupies the bathroom for 30 minutes. 2. Each family member wants to watch a different TV program at the same time. 3. Ted and his dad both need the family car tonight. 4. Susan wanted her mother to press a dress for the party, but she didn't have enough time for it. 5. The family bought a new house, so there was less money for the extras the children wanted.	Brisbane and Ricker, Married Life, Ch. 11. Landis, Your Marriage and Family Living, Ch. 19, 20. Cross, Enjoying Family Living, Ch. 8.

	6. Peggy discovered that her sister had used all her hair spray. 7. Betty was an excellent cook and her sister wanted her to bake cookies for a party. In return she promised to clean Betty's room. 8. Linda wants Dad to drive her to the ball game, but he is exhausted at the end of a very tiring day. 9. Mother was discussing school problems with Mark, when Greg, the four year old, interrupted with, "I have a problen. You talk to Mark more than you do to me."	
During family crisis there is an increase in the need for intelligent use and sharing of family resources.	Describe the relationship of a family crisis, such as death, illness, or divorce to the use and sharing of resources. Give examples to illustrate.	Westlake, Relationships, Ch. 26.
	Discuss how the family must adjust their routine to take care of illness, long or short term.	Grolier Educational Corporation, Modern Consumer Education: "Your Medicine Shelf" (a programmed learner).
	Relate the illness to use of space, time, money, skills, and energy within the family.	Wallace and McCullar, Building Your Home Life, Ch. 20.
The community is a unit of society in which individuals have common ways of life and interest, they are mutually dependent for the services which provide satisfaction of their needs.	Define community.	
	Give examples of the interaction between the community and the family.	Craig, Thresholds to Adult Living, Ch. 14.
	Survey the organizations in the community for the services they render.	Fane, A Changing Person.
There is on-going interaction between the community and families.	Make a bulletin board showing different agencies that provide services.	Ricker and Brisbane, Married Life, Ch. 13.
Since man is a social being who requires social contact to fulfill his needs, there is a natural inclination for human beings to band together in churches, schools, and civic and social organizations.	Ask resource people from various organizations in the community to speak to the class about their organizations.	
	(FHA) Present a program on community organizations.	
Agencies contributing to the education of the young include schools, libraries, churches, clubs, and organizations.	Panel to discuss the limitations of the home in educating its young.	
	Identify ways in which the family can supplement formal education through experiences, travel, books, music, and newspapers.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	List the kinds of learning experiences that other organizations may offer, such as Scouts, 4-H Club, and church groups.	
The community provides protection, public conveniences, and recreational centers for the citizens.	Make a chart showing the services rendered in your community.	
	Investigate one area of protection of the community such as traffic lights, police protection, fire protection, or one public convenience, such as mail or water supply.	
	Field trip to a community facility to discover more about it. Discuss findings in class.	
	Trace the shift of recreational functions from family-centered recreation to community and commercial recreation such as movies, sports, bowling.	
	Recognize the trend toward recreation in the home such as: TV, tape recorders, record players, backyard pools, home workshops, and play rooms.	
	Make a bulletin board entitled "Time on Your Hands," that illustrates different ways of using leisure.	
Communities provide services to insure the health and welfare of the citizens.	Ask nurse to discuss health protection at clinics in the community.	
	List other organizations and facilities for health available to the family, including doctors, hospitals, dentists.	
	Explore agencies for mental health. Report your findings to the class.	
	Appoint committee to investigate water supply, food inspection, garbage and sewage disposal.	
	Discuss the responsibility of the individual and the community related to garbage and sewage disposal and their influence upon pollution.	

	Ask resource person to speak on the work of the welfare agencies related to dependent children and handicapped persons.	
Because of the family's dependence upon the community, it in turn has a responsibility to support the agencies which benefit it.	Brainstorm to explain personal satisfaction in community activities.	Lewis, Banks, and Banks, Teen Horizons at Home and School, Ch. 3.
	(FHA) Promote a service project or grow grass and flowers to beautify own surroundings.	
	Sponsor a clean-up day to help remove the evidences of pollution.	
	Identify annoying infringements on the rights of others such as littering, trespassing, and pets.	
	Consider the cost in time, money and effort if the individual families were to provide their own services and show why each family should share responsibility in its community.	
	Quiz ove. community resources.	

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MAJOR CONCEPT FOR UNIT: II. Importance of maturity in attitudes toward marriage

SUPPORTING CONCEPTS: A. Preparation for marriage
B. Building marital success

BEHAVIORAL OBJECTIVE FOR UNIT: Judge attitudes related to marriage preparation and marital success

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- relate the individual's past experiences to preparation for marriage.
- describe the stages of evolvement leading to love.
- distinguish the expectations of the individual for marriage.
- identify process of dating as direct preparation for marriage.
- explain the purpose of the engagement period.
- identify the changing relationships and adjustments in successful marriages.
- give examples of special problems related to a teenage marriage.

GENERALIZATION: A lasting marriage will be dependent upon the values, past experiences, and expectations of the marriage partners, their maturity, and their ability to solve problems.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
An individual's family experiences are significant factors in influencing his preparation for marriage.	Interest Approach: View and discuss a bulletin board depicting a bride surrounded with illustrations of roles she could expect to fulfill and having the title, "Are You Ready For This?"	
	Brainstorm to discuss the influence of one's family upon the preparation for marriage regarding attitudes toward such topics as housing, use of money, religion, children, education.	Westlake, Relationships, Ch. 3. Fane and Fane, Behind Every Face A Family.
	Read references on the relationship of parents' happiness and a happy childhood to the probability of an individual's marital happiness. Draw conclusions.	Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 9.
	Discuss the sibling interactions indicated in the following situations and the influence of each upon the individual's future relationships within marriage: "Since I always had to take care of my younger brother while mother worked, I was his boss."	Cross, Enjoying Family Living, Ch. 1. Landis, Your Marriage and Family Living, Ch. 3,4.

"My brothers, sisters, and I always got along well together."

"My brother and I quarrelled constantly."

"Being the 'baby,' I learned to do what the older ones said without question."

Another factor affecting one's preparation for marriage is the extent to which his personal needs have been met.

Recall from Comprehensive I the needs and expectations as met within the family. Relate need satisfaction to the individual's preparation for marriage.

Cosgrove and Josey, About Marriage and You, Ch. 1,2,3.

Westlake, Relationships, Ch. 22.

Duvall and Hill, When You Marry Ch. 1.

Dramatize a situation in which one of the marriage partners has unmet needs which affects the marriage relationship. Examples could be: the young man who insists on a large bank account while he denies his family any luxury because of a family background that was financially insecure, or the young woman who resents the close ties between her husband and his family because she never felt close to her own family.

Draw conclusions of the effect of need satisfaction on the individual's preparation for marriage.

Recall from Comprehensive I the influences affecting personality development.

Panel to discuss "The Importance of Self-Understanding in Marriage Preparation."

Relate self understanding to increased understanding of your mate. Point out the advantages of increased understanding of mate in preparing for marriage.

Effective communication is vital to the marriage relationship and is dependent upon understanding how to communicate and recognizing that communication includes not only words but gestures, posture, facial expression and even silence.

Role-play a conversation between a boy and girl in which each talks but neither listens to the other. For example: he says, "I nearly had an accident on the way to school;" she answers, "Jill is having a party next week;" "This big truck came around the corner - - -;" "Her cousin is visiting - - -." Write a different set of reactions to the boy's conversation. Discuss communication as listening as well as talking.

Contrast the background of the person whose family always discussed ideas, problems, and differences openly with one whose family never discussed anything.

Comprehensive II: III. Importance of maturity in attitudes toward marriage

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Dramatize ways people communicated with gestures and facial expressions.	
	Play "Guess What" by using gestures and facial expressions to convey a message, having class guess the message.	
	Dramatize the effect of an individual's silence upon those around him.	
	Demonstrate how many different ways the class can say one word, such as "yes."	
	Explore resource materials to determine how ways a person has learned to communicate will influence his relationships on marriage. Share findings.	Ricker and Brisbane, Married Life, Ch. 8. Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 9.
Love evolves in stages from the self-love of infants to love of mother, family love, gang love, adolescent love, and finally to mature love.	Interest Approach: Play records of popular music that illustrate various stages of love.	
	List the stages of love.	Duvall, Love and The Facts of Life. Part I.
	Discuss how the emotion of love should enrich all of life. Point out that the need to love and be loved is basic for all individuals at all ages.	Craig, Thresholds to Adult Living, Ch. 9.
	Give examples of different ways love is expressed in everyday living.	Reader's Digest Life Values Series, Perspective on Love, Morals and Marriage, Part I.
	Read references for characteristics of the various stages of love.	Landis, Your Marriage and Family Living, Ch. 8.
	Contrast the characteristics of love and infatuation; love and physical attraction.	

	Buzz-groups to discuss the following 1. What is love? 2. How does love differ from romance? 3. How do you know if you're in love? Report your main ideas to the class	Landis and Landis, Personal Adjustment, Marriage, and Family Living, Ch. 14.
	Write a paragraph explaining the meaning of this statement, "One does not fall in love, one grows in love."	Cross, Enjoying Family Living, Ch. 4.
Each individual has expectations of himself in marriage and of his future mate.	Describe in a paper what you expect from yourself in marriage and what you expect from your mate regarding such areas as children, in-law relationships, housework, living expenses and jobs.	Duvall and Hill, When You Marry, Ch. 2. Reader's Digest Life Values Series, Perspective on Love, Morals and Marriage, Part 3.
	List personality traits you expect in your mate, such as honesty or cheerfulness.	
Problems arise when one's expectations are not the same as those held by his mate and therefore adjustments become necessary.	Dramatize a situation in which the husband's and wife's expectations for marriage varied. For example, he expects her to work after marriage, and she expects to be a full-time homemaker.	Westlake, Relationships, Ch. 22. Shedd, Letters to Karen and Letters to Phillip.
	Discuss the need for adjustment in expectations where differences exist.	Duvall, Love and the Facts of Life, Part 4.
	Contrast the fairy tale idea of "they lived happily ever after" with the reality of everyday living. Use case studies to illustrate.	Landis, Your Marriage and Family Living, Ch. 11,12,13,14,15.
Recreational dating is a beginning step to mate selection.	Read references on dating leading to mate selection.	Ricker and Brisbane, Married Life, Ch. 4,5,7,8.
	Discuss recreational dating as a means of discovering the types of personalities you enjoy being with.	Craig, Thresholds to Adult Living, Ch. 8.
As dating becomes mate selection there are some factors to consider such as: personality family background race religion education age spending patterns parental approval love social and recreational interests	Read references listing some of the factors to consider in mate selection.	Cross, Enjoying Family Living, Ch. 4.
	Committee work to explore further the factors to consider in mate selection. Report findings to class. Draw conclusions.	Duvall and Hill, When You Marry, Ch. 3,4.
	Complete this sentence "The one I marry will have to_____."	
	List qualities you consider important in choosing a marriage partner, grouping them as follows: Essential - Desirable - Important.	Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 5,6,9.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Quiz on mate selection factors.	Landis, Your Marriage and Family Living, Ch. 6,7,8,9.
	Prepare a description of yourself using the qualities that most affect your compatibility in marriage. Develop from this a description of the marriage partner who will most likely complement you and make a successful marriage partner.	
Dating is a means of establishing heterosexual relationships.	Dramatize a situation in which two girls meet a new boy in school. One girl is very relaxed and comfortable and is able to start a conversation with a boy. The other girl becomes very self-conscious and embarrassed and fails to say anything. Discuss this situation in relation to one becoming comfortable in his relationships with the opposite sex by being concerned about the other person and his comfort instead of becoming too concerned with self.	
Patterns of behavior evolving during dating may carry over into the marriage relationship.	Role-play situations involving a dating couple which illustrate different types of behavior, such as: 1. the one who has to always be right in everything. 2. the one who must decide everything. 3. the couple who constantly argue. 4. the couple who decide things together after discussing them.	
	Discuss each type of behavior and its probable effect upon marriage if it carries over. Point out possibility of the patterns of behavior being "false" and not a clue to the real behavior of the individual. Discuss the implications for marriage of "false" behavioral patterns.	
The engagement period serves two major functions: 1. opportunity for growing in understanding of the partner. 2. time for planning for the ceremony, honeymoon, and living arrangements.	Point out the purposes of the engagement period.	Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 12.
	List some subjects that should be discussed during the engagement period.	
	Read references on the meaning and importance of the engagement.	Duvall, Love and the Facts of Life, Part 4.

	Explore resource materials for adjustments of marriage which can be made during the engagement period.	Ricker and Brisbane, Married Life, Ch. 4,5,8.
	Discuss the differences in a broken engagement and a divorce.	
	Explore resource materials to determine the need for setting standards of moral behavior during the engagement.	Landis, Your Marriage and Family Living, Ch. 7.
	Discuss broken engagements and the repercussions that might develop from such a situation in light of sexual behavior in engagement.	Duvall and Hill, When You Marry, Ch. 4.
Society measures the success of a marriage by the lack of separation or divorce, but the individuals measure success in terms of personal satisfaction.	Define marital success in terms of society and in terms of the individual.	
	Discuss how individual satisfaction is a difficult goal to obtain.	Reader's Digest Life Values Series, Perspective on Love, Morals and Marriage, Part 3
Personal satisfaction is obtained when the needs of both partners are met, even though the intensity of these needs will vary from one stage of development to the next and will be dependent upon circumstances.	Recall the basic needs of individuals.	
	Discuss how these basic needs may vary from one developmental level to the next. For example, trace the love need satisfaction from childhood, to young adults, to parents, and to aging individuals.	
	Give examples of situations occurring that cause a change in the basic needs of family members, such as aging, illness or financial crisis.	
	Illustrate the effect of changing circumstances on the basic needs by listing needs that could be stressed at different stages in life of a young couple. For example, the need for financial security would be greatest during the early years of marriage perhaps followed by an increased need for recognition or new experiences.	
Determination to make the marriage succeed is basic to a successful marriage.	Use case studies to point out the importance of determination for success in marriage. Draw conclusion.	Ricker and Brisbane, Married Life, Ch. 7.
When adjustments are made in a marriage by finding mutually satisfying ways of working out problems, the partners are usually satisfied with the marriage relationship.	Discuss the implications inherent in the following situations: 1. "My husband set his foot down and said that we would ____, I didn't like it, but____." 2. "We discussed the problem at great length and finally decided that____." 3. "I don't care what my husband says or thinks, we will ____." Compare the situations and determine which would be the most satisfactory. Tell why.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A young marriage generally means that a husband and wife are chronologically youthful, meaning that they lack years of experience.	Define young marriage.	
	Read references to discover the extent of "Under twenty-one" marriages. Compare the number with 10, 25, and 50 years ago to determine the current trend.	Ricker and Brisbane, Married Life, Ch. 7.
All marriages come up against a variety of problems; the younger the person is chronologically, the less likely he has the social and emotional maturity to cope with them.	Brainstorm to determine areas where problems are most likely to occur.	Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 16,17,18,19,21.
	List some possible problem areas, such as finance, education, and relationship with parents.	
	Read references to explore the problem areas further and report findings to the class.	Reader's Digest Life Value Series, Perspective on Love, Morals and Marriage, Part 4.
	Dramatize the possible outcomes when parents continue to give financial support. Draw conclusions. List alternatives for continued financial support.	Ricker and Brisbane, Married Life, Ch. 7.
	Compare the advantages and disadvantages of the couple's being on their own and having to live with one of the families.	Landis, Your Marriage and Family Living, Ch. 13,14.
	Give feelings that could result from having one's education interrupted by marriage. Discuss the influence that these feelings could have on a marriage.	
	Discuss the implications for marriage when: 1. one or both sets of parents reject the idea of marriage 2. neither set of parents objects to the marriage but they fail to give support, emotional or finacial. 3. one or both sets of parents support the marriage in every way possible.	
	Explore references to determine the extent of pre-marital pregnancy in young marriages.	Ricker and Brisbane, Married Life, Ch. 7.
	Discuss the influence of pre-marital pregnancy upon the individual's self-concept and on the relationship between the couple. Draw conclusions.	

Young marriages have a greater divorce rate and a lower rating for marital happiness.

Show ways that pre-marital or early pregnancy increases the adjustments necessary within marriage.

Compare divorce rates and marital happiness ratings for young marriages with those who marry a few years later.

Write a fictitious case study illustrating how a marital problem was solved by a young couple.

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MAJOR CONCEPT FOR UNIT: IV. Importance of maturity in attitudes toward the world of work (C.E.)

SUPPORTING CONCEPTS: A. Maturing attitudes toward the world of work
B. Influence of attitudes upon the special problems related to the dual role of women

BEHAVIORAL OBJECTIVES FOR UNIT: Appraise changes in attitudes toward work

SPECIFIC PERFORMANCE OUTCOMES:
The student will - formulate reasons why one's attitudes toward work may change as he matures
- give examples of the influence of attitudes upon the special problems related to the dual role of women.

GENERALIZATION: An individual's attitude toward work reflects his growth toward a balanced maturity.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
An individual usually changes his ideas of his future occupation many times as he matures.	Interest Approach: Interview a variety of individuals (ranging from pre-school age through college) to determine their occupational goal. Report your findings to the class. Compile class findings by age groups and determine how ideas change with increased maturity. OR Pop-corn session to give examples of how your ideas and goals have changed in the past few years. (For example, what did you consider "fun" when you were 6? 9? or at the present?) Relate this idea of change to your occupational choice by explaining how your ideas have changed.	
Records indicate that individuals change jobs several times during a life time.	Buzz group to list reasons why a person may change his occupational interest or his job many times, such as: 1. becoming more realistic about one's abilities, aptitudes, and other talents. 2. learning of new career possibilities. 3. changing of home situation. 4. acquiring new interests. 5. gaining information about the field that causes one to lose interest. 6. changing of values that puts future in different perspective.	Feingold and Swerdloff, Occupations and Careers. Ch. 1.
The kind of job an individual has influences his life in many ways.	Discuss how an individual's job can influence his life, such as the amount of income, chances for steady employment, selection of his friends, choice of a place to live, and his place in the community. Relate this influence to the importance of developing a mature attitude toward your future in the world of work.	

	Buzz session on why married women work.	
The role of homemaking is demanding and rewarding, but many homemakers also assume the role of a wage earner for a variety of reasons.	List reasons why married women work, including such reasons as: 1. provide necessities for family. 2. have money for education or medical bills. 3. furnish luxuries. 4. meet needs for personal satisfaction and fulfillment. 5. supply diversion or enjoyment.	Hoeflin, Careers in Home Economics, Ch. 6. Landis, Your Marriage and Family Living, Ch. 12,19. Coody, Gaining Adult Maturity, Part II, 2. University of Kentucky.
	Use case studies to show the influence of the wives' working on the interpersonal relationships in the home.	
Because responsibilities within the home have to be reassigned when the wife works, the attitudes of both the husband and wife toward her working are important.	Role-play a situation in which a husband resents his wife's working and reacts by criticizing her housekeeping. Discuss the situation and predict the outcome if the attitudes of the individuals were different. Predict the results of negative attitudes towards work on the marriage, as well as on the physical and mental health of the individual involved.	
	Read resources to determine how much time per week a homemaker spends on household tasks.	Ricker and Brisbane, Married Life, Ch. 11.
	List ways the homemaker can cut down on the amount of time necessary for essential household tasks such as cleaning, food preparation, or laundry.	
	Discuss the idea that a husband's role is that of a "provider" and the wife's role is that of a "homemaker." Show how these concepts are changing.	Ricker and Brisbane, Married Life, Ch. 11. Landis, Your Marriage and Family Living, Ch. 12.
	Explore resources to determine the number of women with pre-school age children who work outside the home; the number with school-age children.	Duvall and Hill, When You Marry, Ch. 9.
Adequate care of children is a major concern when the mother works outside the home.	Survey your community to list facilities for the care of children while the mother works.	Westlake, Relationships, Ch. 23.
	Estimate the cost involved in utilizing community facilities for child care.	Cross, Enjoying Family Living, Ch. 5.

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Routine health care of the family requires careful planning when the mother works.	Discuss the factors involved in such routine health care as a visit to the dentist or taking a child for a check-up including arranging for time off from work.	
Unexpected illness in the home can interfere with the outside job of the homemaker.	*Determine the responsibilities of the homemaker relating to illness in the home. Discuss the influence of these responsibilities upon the job held outside the home.	Wallace and McCullar, Building Your Home Life, Ch. 20.
	Write a paper on the advantages, disadvantages, and problems related to fulfilling a dual role.	
	*If teacher feels that more emphasis should be placed on health care and/or diets in the home, then the teacher might collect information and do additional teaching in this area, after consulting with other subject matter teachers in the school.	American National Red Cross Home Nursing Textbook. Gmur, Fodor, Glass, and Langum, Making Health Decisions. (Prentice Hall) Riehl Emergency Nursing (Bennett)

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Family Life. (Order from: American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, CA 90027, monthly $2.00)

Good Housekeeping. (Order from: Good Housekeeping, Box No. 517, New York, NY 10019, monthly, $5.00 yearly)

Illinois Teacher. (Order from: Illinois Teacher, 342 Education Building, University of Illinois, Urbana, IL 61801, six issues a year, $5.00)

Journal of Marriage and the Family. (Order from: National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, MN 55414, quarterly membership)

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Prepared Transparencies for Overhead Projection. Home Economics 19, St. Paul, MN: 3-M Brand. (Fundamentals of Grooming)

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Procter and Gamble. Grooming. (Order from: Procter and Gamble, P.O. Box 599, Cincinnati, OH 45201). Free.